جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
الإدارة المركزية لشئون الكتب

New Hello!

English for Preparatory Schools

First Term 1 الفصل الدراسى الأول

Year Three

Student's Book

Cheryl Pelteret

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Visitors to Egypt

UNIT 1

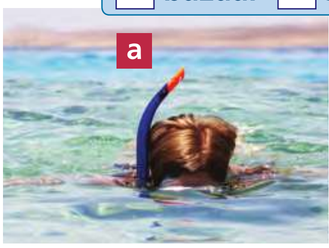
Lesson 1

OBJECTIVES

- **Grammar:** Giving advice: *should / shouldn't*
- **Reading** Reading an email to a tourist
- **Listening** Listening to a conversation with a tourist
- **Speaking** Asking for and giving recommendations
- **Writing** Writing an email

1 Match the words and the pictures

[ ] bazaar [*a*] snorkelling [ ] windsurfing [ ] youth hostel


a


b


c


d

2 Ask and answer

Why do you think tourists visit Hurghada? What activities are there to do?

3 Read the email and check your answers to exercise 2

4 Read again and complete the email with the words from exercise 1

Send | Save Now | Discard

Dear Catherine,

I'm so happy to hear that you and your family are visiting Hurghada in the spring! It's a wonderful place for a holiday. There's a lot to do and many different places to stay. You can camp, stay in a hotel or in the new **1** *youth hostel*. It is very modern and comfortable, but much cheaper than the hotels. You can find out information at the tourist information centre. You should go there when you arrive. It's next to the police station in the middle of the new part of the city.

Hurghada has some beautiful beaches. When it's windy, you should definitely try **2** ...., too. Take a boat trip to the islands around Hurghada. You can go scuba diving or **3** .... You can also go fishing from a boat.

You shouldn't walk too much in the sun. It is best to visit places early in the morning. Don't forget to go to the **4** .... in the old part of the city. It's a good place to buy souvenirs.

Have a great time!

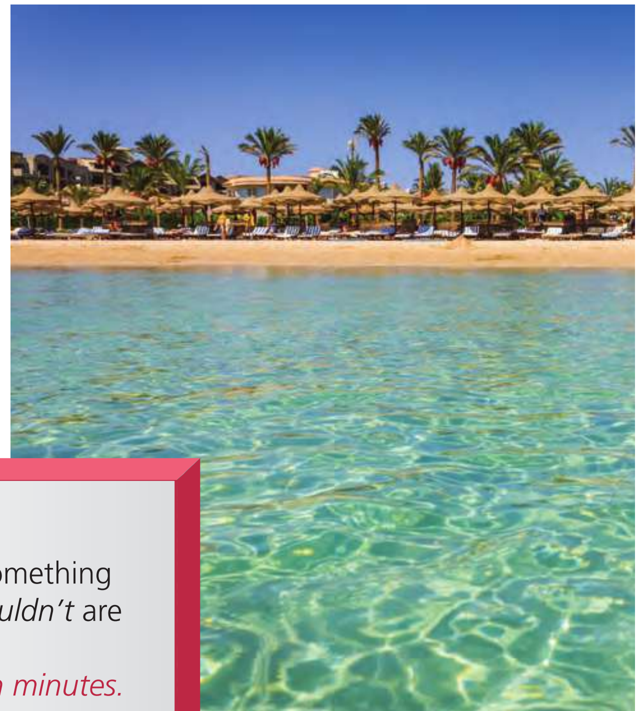
Salma

5 Choose the correct words

1. Catherine *isn't coming* / *is coming* (circled) to Hurghada in the spring.
2. The youth hostel is *more* / *less* expensive than a hotel.
3. The police station is in the *old* / *new* part of the city.
4. You can take a boat to go *windsurfing* / *fishing*.
5. Salma advises Catherine *to go* / *not to go* to the old part of the city.

UNIT 1

Lesson 2



1 Underline the modals used for advice in these sentences

1 You should go there when you arrive.

2 You should definitely try some windsurfing.

3 You shouldn't walk too much in the sun.

GRAMMAR BOX

Giving advice: ***should / shouldn't***

- We use *should / shouldn't* to say that something is or is not a good idea. *Should* and *shouldn't* are followed by the infinitive without *to*:
  You should go now. The bus goes in ten minutes.
- The form is the same for all subjects, singular and plural:
  Tourists should wear sun cream when it's very hot.
  You shouldn't watch too much television.

2 Read the situations and give advice using *should* or *shouldn't*

1 Your friend is going outside. It is raining.
You shouldn't go outside. It's raining.

2 Your friend forgot to do his / her English homework. The lesson starts in five minutes.

3 Your younger brother / sister wants to look at the sun.

4 Your friend fell over when he / she was playing sport. Now it hurts when he / she walks.

5 There is a small fire in your washing machine. Your younger brother / sister gets some water.



3 Use the table to give advice for tourists

take lots of photos	✔
drink water from the canal	✘
try some Egyptian food	✔
stay in the sun for too long	✘



Workbook page 1

Lesson 3

1 Ask and answer

When tourists visit your village or city, what should they see or do? Use the ideas in the idea map to make suggestions.







2 Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?

3 Listen again and answer the questions

1 What does Tarek's father think that the tourists should visit first?

2 Why do Tarek and his father recommend a tour with a guide?

3 Where and when can the tourists buy a guidebook?

4 What kind of food do Tarek and his father recommend?



4 Take turns to be a visitor to your area. Ask for and give recommendations

FUNCTIONS BOX

Asking for recommendations

(Where) do you suggest (we start)?
Do you recommend (a tour with a guide / going to the bazaar)?
What's the best place to (buy souvenirs)?
Is there a good place to (eat near the museum)?

Giving recommendations

I recommend (a tour / you buy a guidebook).
I suggest that (we start)
The best place to (try traditional Egyptian food) is ...
You can (buy a guidebook) at the tourist information centre.

Internet search Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more about how sea life is protected in Greece.

https://bit.ly/2DY2HKr

Lesson 4

1 Work in pairs to do the quiz

Tools For Life

1 Some tourists are trying to pay for something in a bazaar, but they can't understand Egyptian money. What should you do?

a You should help the tourists to count the right money.

b You shouldn't do anything, because you will make the tourists feel bad if you help.

2 Some tourists are lost. They are trying to find the museum. What should you do?

a You should give them directions and draw them a map.

b You should walk away, because someone else will come and help them.

3 A tourist has lost his bag with his camera and passport in it. What do you say?

a "Don't worry, I'll take you to the police station."

b "You should be more careful."

4 Some tourists are trying to buy a train ticket. The assistant at the station doesn't speak English and the tourists can't speak Arabic. What do you do?

a Ask them what they need and tell the assistant in Arabic.

b You don't do anything. If they needed help, they would ask.



2 Work in pairs

1 If you answered **b** for all of the questions above, then you probably don't like to give advice. Is this true?

2 From which countries do many tourists to Egypt come?

3 Why is it important to help tourists?

4 Can you think of other ways to help them?

3 Work in groups and design a brochure encouraging tourists to come to Egypt

1 First, think of three or four reasons that make Egypt a good place to visit.

2 Find pictures that you can put in the brochure.

3 Write the brochure.

4 Look at other groups' brochures. Did you have the same ideas?



Workbook page 2

Review

Now you can …

• talk about tourist attractions and activities

1 Match the words and their meanings

1	*d* a sport you can do on the water	**a** bazaar
2	an underwater activity	**b** tourist information centre
3	a building where tourists can find out about a place	**c** youth hostel
4	an inexpensive place to stay on holiday	**d** windsurfing
5	a place where you can go shopping	**e** snorkelling

• use *should / shouldn't* to give advice

2 Complete the sentences with *should* or *shouldn't*

1 You *should* buy a guidebook before you go to a city for the first time.
2 You ………… take photos of people unless you ask them first.
3 Look after your possessions. You ………… leave them on a bus or train.
4 You ………… always carry your passport with you when you are travelling because people sometimes want to check it.



• ask for and give recommendations

3 Complete the questions or answers

1 Is there *a good place to go shopping near here*?
Yes, there are some very good shops next to the market.
2 Do you …………? Yes, the boat trips are really good.
3 What's the best place to see dolphins? ………… is near the island.
4 Where do you suggest we stay in the city? ………… in the city hotel.

Dictionary skills

A dictionary uses the following abbreviations to tell us what part of speech a word is:

noun (n), verb (v), adjective (adj), adverb (adv), preposition (prep)

Some words can be more than one part of speech. Look at the examples in the table and complete it in pairs:

Word	Noun (n)	Verb (v)	Adjective (adj)	Adverb (adv)
break	✓	✓	—	—
help	✓	✓	—	—
guide				
light				
question				
tour				
well				

Workbook page 3



UNIT 2

Books and reading

Lesson 1

OBJECTIVES

- **Grammar:** Comparatives and superlatives**:** *few / fewer / the fewest; little / less / the least*
- **Reading** A conversation about reading
- **Listening** Listening to a discussion about a story
- **Speaking** Discussing a story
- **Writing** Writing a book review

1 Ask and answer





1 When and where do you read?

2 What kind of things do you enjoy reading?

2 Read the conversation. What do you think a book review is?

Tarek: I have some time before my next lesson. Let's choose a book to read.

Omar: There are lots of historical stories here, but there are few detective stories.

Tarek: That's because detective stories are more popular, aren't they? People like trying to solve the problems before the detective. People have less interest in historical stories.

Omar: Detective stories are too long. I have little time to read this year because I have more schoolwork. So I want a book with fewer pages than a detective story.

Tarek: This book has the fewest number of pages and will take you the least amount of time to read.

Omar: Tarek, that book is about traveling, isn't it?

Tarek: True! This book is good. Its title is *Ten Facts about the World.*

Omar: I read a **review** of that book. It said it was very good. I'll read that!



3 Answer the questions

1 What does Tarek want to do before his next lesson?

2 Why does Tarek say that detective stories are more popular than historical stories?

3 Why doesn't Omar have very much time to read this year?

4 What kind of book does Tarek recommend to Omar?

5 How does Omar know that *Ten Facts about the World* is a good book?

Lesson 2

1 Complete the sentences with these words from the article

~~few~~ fewer fewest less little least



1 There are lots of historical stories in this library, but there are *few* detective stories.

2 People have .... interest in historical stories.

3 I have .... time to read this year because I have more schoolwork.

4 I want a book with .... pages than a detective story.

5 This book has the .... number of pages and will take you the .... amount of time to read.

GRAMMAR BOX

Using comparatives and superlatives for comparison:

few / fewer / the fewest; little / less / the least

- We use these words for comparison. We use *few / fewer / the fewest* with countable nouns:
  Few students read magazines.
- We use *little / less / the least* with uncountable nouns:
  There is little water in the lake because it was very dry this year.
- The comparative forms are *fewer* and *less*:
  I've got fewer books than you. You've got less meat than I have.
- The superlative forms are *the fewest* and *the least*:
  Class 4 has the fewest students. That bottle has the least water.

2 Complete these sentences with the correct form of *few* or *little*

1 There are *fewer* than 20 people on the bus today.

2 The .... number of tourists visits the museum early in the morning.

3 Students often have .... sleep during school time than during the holidays.

4 The Antarctic is the place in the world that has the .... rain.

5 .... people think that English is not a useful language.

3 Ask and answer

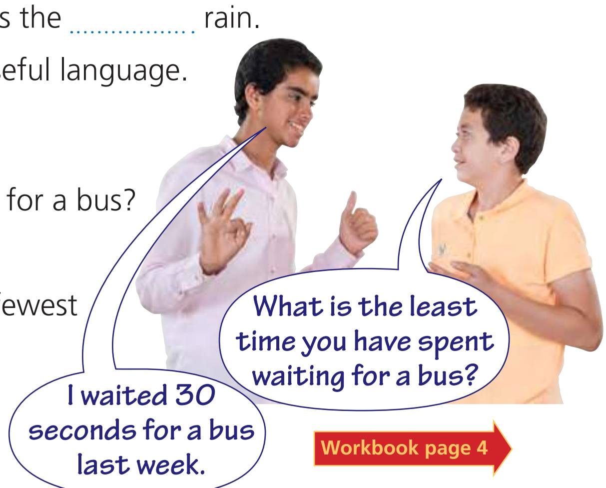
1 What is the least time you have spent waiting for a bus?

2 Which has fewer legs, a horse or a spider?

3 Which day of the week do you think has the fewest number of cars on the road? Why?

4 On Mondays, do you spend less time at home or at school?

5 When is the driest time of the year in Egypt?



Workbook page 4

Lesson 3

1 Read the end of a story below. What kind of story do you think it is?

The trees are the first living things that Hassan has seen in five days. The wind is blowing and the leaves on the trees are **trembling**, like him. He is tired and **weak**.

A few hours before he arrived here, Hassan thought he was going to die. There was no food in the desert and he knew that the little water he had would not last another day.

Now he knows that he will find water, because if there are trees, there must be water somewhere. But he still does not know where he is. How far is it to the nearest road, where he might find help?

The sun is going down quickly and he knows it will be cold for the next eight hours. How can he stay warm for another night in the desert?

Suddenly, he sees something. Someone is carrying a light towards him. He realises that it is a man. Finally, help has arrived. He is safe.



2 Read the story again and answer the questions

1 If someone is **trembling**, he is *shaking very hard / standing quietly*.

2 If a person feels **weak**, he is *not strong / excited*.

3 Why do you think that Hassan felt tired and weak?

4 Why did Hassan think that he was going to die?

5 How does he know that he will find water?

6 How does he know that he is safe?

3 Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2

4 Work in pairs

1 Read the end of the story again.

2 Talk about how the story makes you feel using expressions from the Functions box.



FUNCTIONS BOX

Expressing feelings

I feel / felt (frightened / quite happy).
Did the story make you feel (frightened / happy)?
How did you feel when (Hassan finally saw the trees)?
It made me feel (excited).
How do you feel about (the story) now?
I don't feel (sad).

Internet search

Find out about your favourite Egyptian writer.

Lesson 4

1 Ask and answer

1 What kind of novels do you like to read? Why?

- [ ] Adventure stories
- [ ] Detective stories
- [ ] Mysteries
- [ ] Historical stories
- [ ] Other: ....

2 What do you think is important in a novel?



2 PROJECT

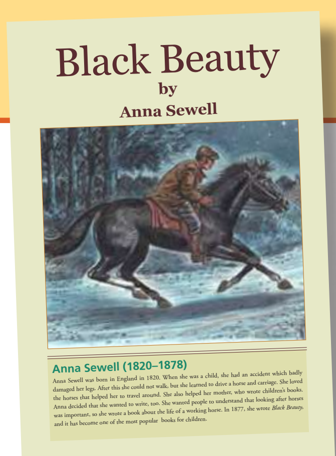
1 Write a short summary of your favourite book. Use about 150 words.

2 Write down the important points in the story and a little about the characters. Ask the questions: *Who*, *What*, *How*?

3 Remember that a summary is short. Do not include a lot of description. For example, we do not need to know that the most important character was tall unless it is important for the story. You might not need the names of all the characters.

4 Do not copy sentences from the book. Use your own words.

5 Do not give your opinion.





"Black Beauty" by Anna Sewell

"Black Beauty" is a story about a black horse in nineteenth-century England. The horse tells the story of his life which began at a farm. Black Beauty's mother teaches him to be a good horse. Farmer Grey is very kind and Black Beauty is happy. When Black Beauty is four, Farmer Grey sells him to Squire Gordon. Black Beauty makes friends with other horses and the squire looks after them very well.

Unfortunately, the squire moves abroad and Black Beauty is sold to different people. Some people are very unkind. One of his homes is very bad. Black Beauty has many adventures before he finally finds a good home again.

Workbook page 5

UNIT 2

Review



Now you can …

• talk about books and reading

1 Match the words and their definitions

1 [c]	review	**a** the name given to a book, play, etc
2 [ ]	summary	**b** a long story that is written
3 [ ]	novel	**c** writing which gives your opinion about a book or film
4 [ ]	title	**d** writing that gives the main information about something

• use *few / fewer / the fewest; little / less / the least*

2 Choose the correct words

1 The old library has *fewer* / *less* books than the modern library. (fewer circled)

2 We all do *fewer* / *less* work when we feel tired.

3 This bottle has *the fewest* / *the least* orange juice in it.

4 Do you know the animal with *the fewest* / *the least* teeth?

• express feelings

3 Complete the dialogue

about   do you feel   don't feel   How
makes me feel   ~~make you feel~~   nervous   feel sad



Hala: Does this novel **1** *make you feel* frightened?
Soha: No, it makes me **2**...................... .
Hala: **3**...................... does the end of this story make you feel?
Soha: It **4**...................... happy.
Hala: How **5**...................... when you do an exam?
Soha: I feel **6**...................... .
Hala: How do you feel **7**...................... speaking English now?
Soha: I **8**...................... shy. I enjoy it!

Word building skills

The root of these words is *care*. We can add different endings to change the meaning of the root word. The ending will often help you decide what kind of word it is.

care (v)   carer (n)   careful (adj)   carefully (adv)

What endings can you add to *help*?

Workbook page 6



Festivals and special days

UNIT 3

Lesson 1

OBJECTIVES

- **Grammar** Present and past simple passive
- **Reading** Reading a website article about a festival
- **Listening** Listening to a description of a festival
- **Speaking** Sequencing events in a festival
- **Writing** Writing an email about a special day

1 Ask and answer

How do you know when it is the start of spring?

2 Match the words and their definitions

1	*e* celebrate	a	an important day with lots of activities
2	☐ festival	b	without having to pay any money
3	☐ free	c	better or more important than usual
4	☐ special	d	be a sign for something
5	☐ represent	e	enjoy activities on an important day



3 Read the website article and check your answers to exercise 1

Spring festivals

Spring is **celebrated** in different ways all over the world. It is a very **special** time of the year. In Egypt, Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.

In Japan, people celebrate when small flowers first appear on thousands of trees across the country. People go outside and have picnics under the trees with their friends and family.

In the town of Zenica in Bosnia, people have a **festival** of eggs in spring. Hundreds of eggs are cooked in a big pan for breakfast and these are given to all the people of the town for **free.**

In Australia, the start of spring is celebrated in September! In the city of Canberra, there is a month-long flower festival to celebrate spring. You can see about a million beautiful flowers in the city's main park, and you can also listen to music.

Why do so many countries celebrate spring? The flowers and eggs all **represent** the new life that we can start to enjoy after the winter months have ended.



4 Answer the questions

1 When do people in Japan start to celebrate spring?

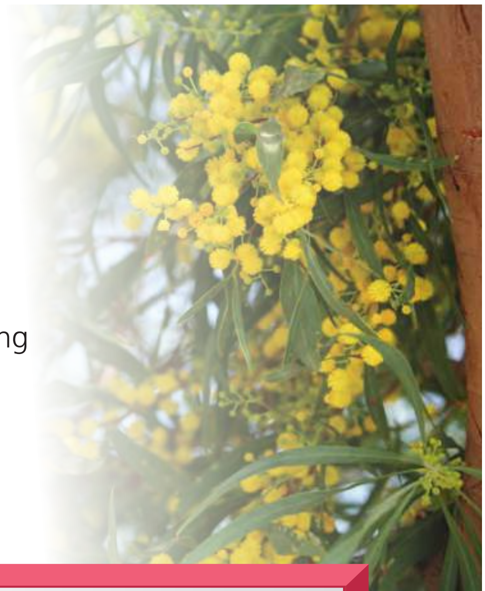
2 What do they do to celebrate, and who do they do it with?

3 Do people have to buy breakfast at Bosnia's festival of eggs? Why? / Why not?

4 What can you see and do at the flower festival in Australia?

UNIT 3

Lesson 2



1 Underline the passive verbs in these sentences

1 Spring is celebrated in different ways all over the world.

2 Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.

3 Hundreds of eggs are cooked in a big pan.

4 In Australia, the start of spring is celebrated in September!

GRAMMAR BOX

Present and past simple passive

- We use the passive when we don't know the subject of a sentence, or when the action is more important than the subject / person who does it. We can also use *by* + noun to talk about the person or thing that does the action.
- The form of the present simple passive is *am / is / are* + (*not*) + past participle:
  In Bosnia, the people cook eggs in a big pan. (active)
  In Bosnia, eggs are cooked in a big pan. (passive)
- The form of the past simple passive is *was / were* + (*not*) + past participle:
  I didn't send the email. (active) *The email wasn't sent.* (passive)
- To make *Yes / No* questions, the form is *am / is / are / was / were* + noun (or pronoun) + past participle:
  Are special foods eaten at the festival? Yes, they are.
  This toy is fantastic. Was it made in Egypt? Yes, it was.
- Question words come before the verb *be (am / is / are / was / were)*:
  Why is fish sometimes kept in special freezers?
  How was fish cooked in the past?

2 Make questions and answers in the present or past simple passive

1 Who / first pizza / invent by? *Who was the first pizza invented by?*
The first pizza / invent / by an Italian.



2 Where / Sham el-Nessim / celebrate today?
It / celebrate / all over the country.

3 What / papyrus / first use for / long ago?
It / use for paper / by the ancient Egyptians.

4 What often / give / to children at New Year today?
Sweets / give / to children.

3 Ask and answer

1 What special days are celebrated by your family?

2 Are there any festivals that are celebrated in your city / village or school?



Workbook page 7

Lesson 3



a

1 Ask and answer

What is your favourite festival of the year?

2 Match these sentences about Chinese New Year with the pictures



b

1 [*b*] There are **parades**, where people wear colourful **costumes**.

2 [ ] At 12 o'clock, there are fireworks and the sky is filled with colours. It's very noisy!

3 [ ] We **decorate** our homes with red paper **lanterns**.



c

3 Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?

4 Listen again. Are these sentences true (*T*) or false (*F*)?

1 [*T*] Chinese New Year is an important festival in China.

2 [ ] After the houses are decorated, they are cleaned.

3 [ ] New Year's dinner is usually fish.

4 [ ] The red envelopes that children are given contain messages.

5 [ ] The first thing that happens on New Year's Day is fireworks.

6 [ ] At midday, there are parades.

5 Work in pairs

a Think of a special day that you celebrate or have celebrated.

b Describe and order the events on that day for your partner.



FUNCTIONS BOX

Using sequencing words

First of all, (we clean our houses).
Next, (we decorate our homes).
Afterwards, (many people go shopping).
After / Before / At (dinner, children are given envelopes).
At midnight / midday (there are fireworks).
The next day / morning / afternoon, (we wear our new clothes).

Internet search

Find out which countries celebrate the longest day of the year, and what they do on this day.



UNIT 3 Lesson 4

Sham el-Nessim

EYE ON EGYPT

Sham el-Nessim means smelling the breeze and it is celebrated all over Egypt on a Monday in April or May. The festival started in about 2700 BCE. The ancient Egyptian year had three seasons and Sham el-Nessim was held to celebrate the start of spring. Sham el-Nessim isn't celebrated in any other country.



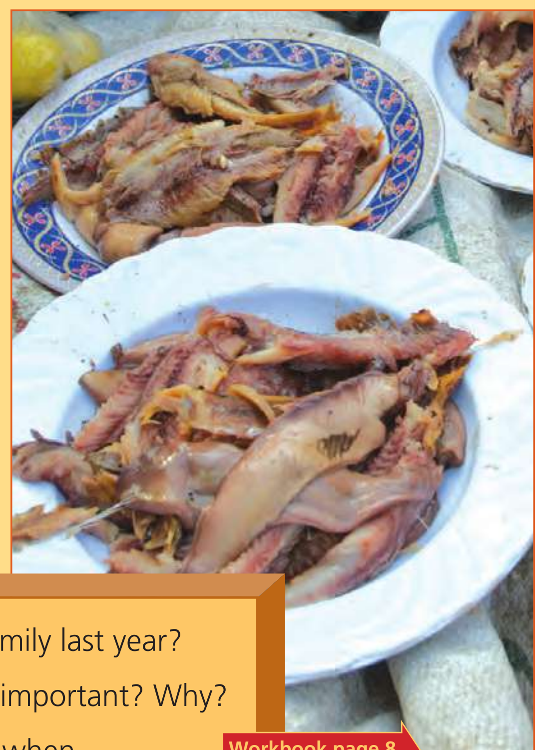
- Today, Sham el-Nessim is a holiday and families go out to enjoy the fresh spring air. The spring air is very good for you! People often have a picnic in the country, in parks or along the Nile.
- Special food is eaten at Sham el-Nessim. **Traditionally**, boiled eggs are eaten for breakfast. Eggs are decorated in bright colours by children. They usually paint the eggs in the morning and leave them in the sun to dry.
- Another traditional food which is eaten on this day is *feseekh*: fish that is dried with salt. This tradition also dates back to ancient Egyptian times. When people had more fresh fish than they could eat, they put salt on it to **preserve** it.
- It is important to buy *feseekh* from a clean shop so that you are sure that the fish will be good for you.

1 Answer the questions about the words in red in the text.

1 Is a breeze a strong wind or a weak wind?

2 If you preserve something, does it last a long time or a short time?

3 If something is traditional, has it been done for a long or short period of time?



2 Answer these questions.

1 Why and when did the festival of Sham el-Nessim first start?

2 How is Sham el-Nessim celebrated by most people these days?

3 Why did people first eat dried fish?

4 Why should you buy *feseekh* from a clean shop?

3 CRITICAL THINKING

1 How was Sham el-Nessim celebrated by your family last year?

2 Which other times of the year do you think are important? Why?

3 Why do you think tourists like to visit a country when there is a festival?

Workbook page 8

Review

Now you can …

• talk about special days

1 Complete the sentences

breeze	celebrate	costumes	decorate	~~festival~~	parade

1 My favourite *festival* is Eid al-Fitr. It is held to .... the end of Ramadan.

2 At some festivals, children join a .... and wear colourful ....

3 When we .... eggs for Sham el-Nessim, we try to use natural colours from plants.

4 When we stood on the beach, we could feel a .... blowing from the sea.

• use the present and past simple passive correctly

2 Write the sentences using the correct form of the passive



1 Who invented fireworks? *Who were fireworks invented by?*

2 How do people celebrate New Year in China? ....

3 The children made their wonderful costumes. ....

4 Thousands of people watch the parade every year. ....

5 My parents gave me new clothes for Eid al-Fitr. ....

6 Why do people preserve fish? ....

• use sequencing words

3 Complete the sentences

Afterwards
At Before
~~First of all~~
The next
After

1 *First of all*, the two-day festival is opened by Mr Sergany at 9 a.m. **2** .... there is an art competition. **3** .... midday, lunch is served. **4** .... lunch, there is a children's sports competition. **5** .... morning, you can look at and buy crafts. **6** .... Mr Sergany closes the festival at 1 p.m., you can listen to some traditional music.

Writing skills

A good piece of writing always ends with a conclusion (a closing sentence). You can use the following expressions:

To conclude, this is one of the most important festivals of the year.

To summarise, festivals are very important for everyone in Egypt.

In conclusion, there are many festivals that we can enjoy in Egypt.

Workbook page 9

Review A

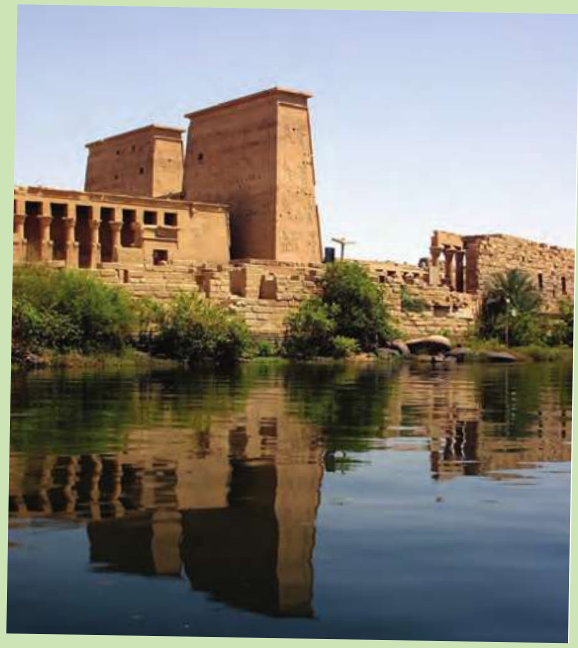
Lesson 1

1 Ask and answer

What do you know about Aswan?
What can you see and do there?

2 Complete the magazine article with these words, then check your answers to exercise 1

bazaar breeze ~~guidebooks~~
tourist information centre



Welcome to Aswan!

Visitors to Egypt should visit Aswan, in the south of Egypt. All the **1** *guidebooks* say that it is a wonderful place to spend a holiday. You can visit the Nubian Museum there. Many important and historical things were moved to the museum in the 1960s. You should visit Aswan's **2** ...., too. Many things are sold here, for example clothes, nuts and fruit, flowers and baskets. Everyone should also take a trip on one of feluccas to see the beautiful Nile River.

Many tourists visit the amazing nearby temples of Philae and Kalabsha. You should take a good camera. Many photographs are taken at Elephantine Island. It has this name because the rocks next to the island look like elephants that are swimming in the Nile.

There is a **3** .... near the railway station. The people there can help you to find a hotel.

The best time to come is in the winter, when the temperature is about 25°C, or less if there is a cool **4** .... There is little rain in Aswan. Fewer tourists visit in the summer because it is very hot.

3 Answer the questions

1 When were important and historical things moved to the Nubian Museum? ....

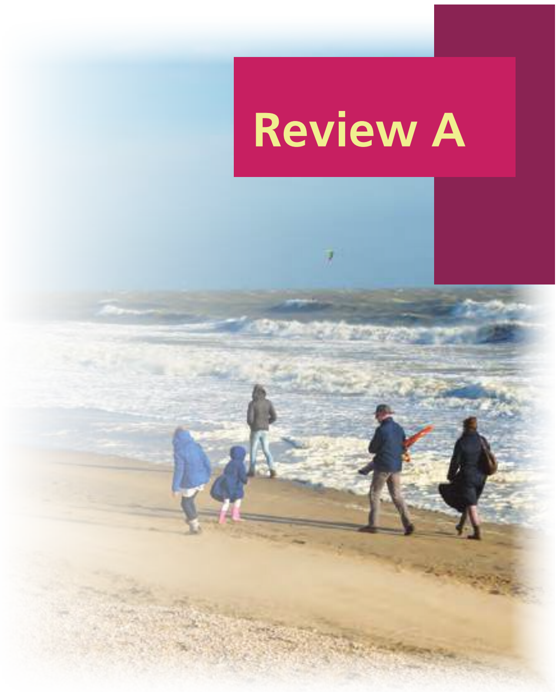
2 How does the article suggest that you travel on the Nile? ....

3 What do many tourists like to see? ....

4 Where are many photographs taken? ....

5 How can you find out about hotels in Aswan? ....

6 When and why should you visit Aswan? ....



1 Complete the sentences with the correct form of *few* or *little*

1 ...Few... people have walked on the moon. Charles Duke was the youngest.

2 May is the driest month in Cairo. It has the .... rain of all the months.

3 There's .... time to catch the bus. Walk quickly!

4 This car uses .... petrol than the old car, so it is not so expensive.

5 There were .... tourists than usual on the beach today because it was very windy.



2 Complete the sentences in the present simple passive or the past simple passive

1 Costumes / wear / at different festivals / around the world.
Costumes are worn at different festivals around the world.

2 Birthdays / celebrate / all over the world. ....

3 The guidebook / write / in 1995, / but / still use / today. ....

4 His passport / lose / when he was running to catch the train. ....

5 Egyptian bazaars / thought / to be the best in Africa. ....

3 Listen to Taha and Amir talking about books and choose the correct answer

1 Taha wants to find a new *bag* / *book*. (book circled)

2 Amir suggests looking for adventure stories on the *first* / *ground* floor.

3 Taha wants to look at *sports* / *history* stories on another floor.

4 The end of the last book by his favourite writer made Taha feel *happy* / *sad*.

4 Talk about what tourists should or shouldn't do in Egypt



5 Listen and complete these words with *th* or *f*. Then say the words

1 ..th..ief	2 ....ly	3 ....ree	4 too.........paste
5 ....irst	6 ....irsty	7 ....umb	8 ....un

Workbook pages 10-13



UNIT

4

Science and technology

Lesson 1

OBJECTIVES

- **Grammar** Expressing certainty and uncertainty: *might / must / can't be*
- **Reading** Reading a text about STEM schools
- **Listening** Listening to an interview with a STEM school student
- **Speaking** Expressing certainty and uncertainty
- **Writing** Writing an article about technology

1 Ask and answer

a Do you think that more or fewer people in the future will need to understand modern technology for their jobs?

2 Read an article about STEM schools

STEM schools



Today, knowing how to use modern technology is **essential** because people use it every day in schools, at home and at work. It can't be easy if you don't know how to use a computer or send an email. People with many different jobs, such as teachers, engineers and scientists, all need to understand how to use the latest technology.

Students who are very good at STEM subjects (science, technology, engineering and maths) can also help develop the technology of the future. STEM schools are special schools which **focus** on developing students' ability in these subjects. There are now STEM schools around the world where lessons are different to those in usual schools. Teachers **encourage** students to do projects where they work together to solve problems.

A lesson might be about how fast a ball falls through the air, or it might be using **data** to make a graph. **Expert** teachers help the students through the projects and check their results.

In Egypt, there are now STEM schools around the country and more will be built in the future. STEM school students must be hardworking. All their lessons are in English, so that they can understand and use scientific texts from around the world while they study.

Experts say that there will be many more jobs in the future that need skills in STEM subjects. When they finish studying, STEM school students will be able to work in exciting jobs that will use the skills that they have learned.

3 Which of the red words in the text mean the following?

1 having very special skills (adj) ......expert.................
2 to give all your attention to something (v) ....
3 information or facts (n) ....
4 to make someone really like and do something (v) ....
5 very important (adj) ....



4 Are these sentences true (*T*) or false (*F*)?

1 [F] STEM school students don't usually understand new technology.
2 [ ] There are STEM schools in many different countries.
3 [ ] Science lessons are the same in STEM schools as in usual schools.
4 [ ] There will be more STEM schools in Egypt in the future.
5 [ ] STEM school students only study science in English.

Lesson 2

1 Underline the modal verbs with *be* in these sentences

1 It can't be easy if you don't know how to use a computer or send an email.

2 A lesson might be about how fast a ball falls through the air.

3 It might be using data to make a graph.

4 STEM school students must be hardworking.

GRAMMAR BOX

***Expressing certainty and uncertainty:* might / must / can't be**

- We can use these modal verbs to say how sure we are about something.
- We use *might* to say that we are not sure:
  The phone is ringing. It might be Aunt Mona, but I'm not sure.
  If there's a lot of traffic, I might be late.
- We use *must be* when we feel sure that something is true, or when we feel sure about it:
  You must be Salma's sister. You look very similar!
- We use *can't be* when we feel sure something is not true:
  That can't be a real dinosaur. There aren't any dinosaurs on earth!

2 Complete the sentences with *might*, *must* or *can't be*

1 That *can't be* Ali in the street. He's gone away on holiday for two weeks.

2 In this photo, everyone is wearing warm clothes. It .... very cold there.

3 I'm not sure what the weather will be like tomorrow. It .... hot or windy.

4 "Is this Nadia's bag?" "It .... Let's see if her books are in it."

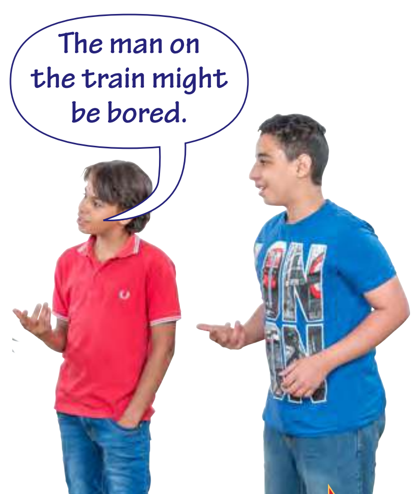
5 You've been working very hard today, Mum. You .... tired.

6 This .... Hassan's bicycle. He doesn't have one.

3 Use *might*, *must* or *can't be* and these words to talk about the pictures

bored   fast   fit   friends   happy   tired





Workbook page 14

UNIT 4

Lesson 3





1 Answer the questions

1 What problems can polluted water cause?

2 What do you think we can do about these problems?

2 Listen to an interview with a STEM school student. Does she give the same answers as you did in exercise 1?

3 Listen again and complete the sentences

1 Only students who are very good at *maths and science* can study at STEM schools.

2 Azza's school studied the problems caused by ……………………………………

3 She developed an invention that ……………………………………

4 Azza's invention could help people ……………………………………

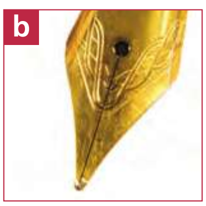
5 Azza wants to take her invention …………………………………… so millions of people can use it.

4 STEM school students work together to solve problems. Can you work in the same way to answer these questions?

1 What do you think these objects are made of?

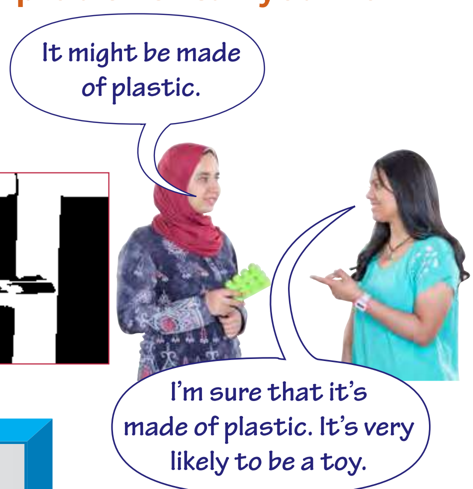
2 Can you guess what these objects are?

a


b


c


d

FUNCTIONS BOX

Expressing certainty and uncertainty

To express certainty, we can use:

I'm sure (he / she / it) is …

(He / She / It) must be…

(He / She / It) can't be…

To express uncertainty, we can use:

I'm not sure (he / she / it) is …

(He / She / It) might be …

Perhaps (he / she / it) will ….

Internet search Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more about STEM careers for students.

https://bit.ly/2usm0fE

Lesson 4

1 Read and answer in pairs

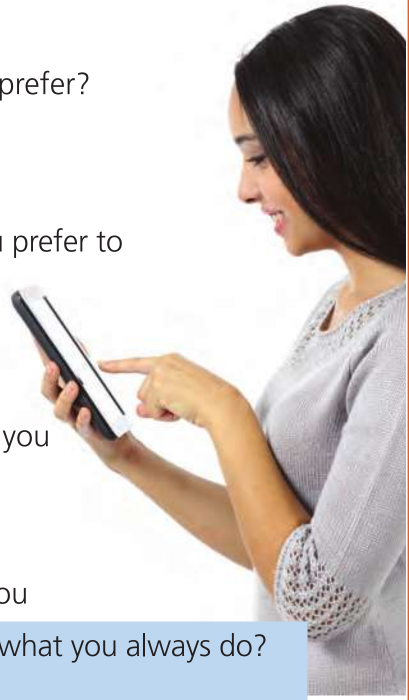
1 Can you match these forms of technology with their meanings?

1 laptop	**a** [ ]	something which allows mobile computers and phones to connect to the internet
2 ebook	**b** [1]	a small computer that you can carry with you
3 smartphone	**c** [ ]	a mobile phone that can work like a computer
4 wi-fi	**d** [ ]	a book that can be read online

2 Which of these forms of technology have you used?

2 Work in pairs and do the quiz. How good are you with new technology?

Tools For Life



1 Your teacher asks you to write an essay. Which do you prefer?

a Writing it using neat handwriting.
b Typing it on the computer and emailing it.

2 Your favourite writer has written a new story. Would you prefer to

a find the book in the nearest bookshop?
b buy the story as an ebook?

3 Your friend says you can print something from their laptop, but you have never used the printer before. Do you

a ask your friend how it works?
b find out how it works from the internet?

4 There is a new ticket machine at the train station. Do you

a buy your ticket from the ticket office because that is what you always do?
b use the ticket machine to see how it works?

5 Your parents say that you can buy new sports shoes. Do you

a buy them from the sports shop because you like looking at the sports equipment?
b buy them online because this is usually less expensive?

3 Discuss in pairs

1 If you answered **b** to most of the quiz questions, you probably like new technology. Is this true?

2 Why do you think that it is important to understand and use new technology?

3 Why do you think that old people sometimes find it difficult to use new technology?

Workbook page 15

UNIT 4

Review



Now you can …

• talk about technology

1 Complete the sentences

data	~~smartphone~~	ebook	wi-fi

a Hassan used his *smartphone* to find out what time the museum opened.

b The students used the .... from the experiment to draw a graph.

c My grandfather does not want a / an .... because he likes to buy new books from the bookshop.

d We can use the internet in this café because it has ....

• use modal verbs for deduction

2 Complete the sentences with *might be, must be* or *can't be*

1 Manal *must be* at home. I can see lights on in her house.

2 That .... Hassan's brother. He is working in London this week!

3 The museum .... closed. There are no lights on.

4 You won first prize! You .... very happy.

5 We're not sure how old this coin is. It .... hundreds of years old.

• express certainty and uncertainty

3 Complete the sentences with these words

sure	perhaps	must	~~can't~~	might

1 I'm sure it is a British coin; it *can't* be Egyptian.

2 .... Ahmed will go to London. I'm not certain.

3 Shehab .... be happy. He has just won a gold medal!

4 Salma .... be at the club. I'm not sure.

5 I'm .... you did well on your exam because you studied very hard.

Dictionary skills

Use your dictionary and underline the stressed syllable in these words. Then listen and check

geography information academic electrician powerful rewarding

Workbook page 16



Achievements

UNIT 5

Lesson 1

OBJECTIVES

- **Grammar** Ability and inability: *could / couldn't, was / were (not) able to*
- **Reading** Reading a newspaper article about a young genius
- **Listening** Listening to a conversation about amazing people
- **Speaking** Adding information
- **Writing** Writing a paragraph about achievements

1 Tell your partner about one thing you can do or would like do to well

2 These words are from a newspaper article. What do you think it is about?

ge·ni·us (*n*) a person with a very highly developed brain
com·put·er pro·gram·ming (*n*) writing the systems that make a computer work
in·tel·li·gent (*adj*) very quick to learn and understand things
soft·ware (*n*) the different systems used by a computer
skill (*n*) ability
sum (*n*) maths problem to work out
award (*n*) a prize given for an achievement

3 Read the article. Find the words in exercise 2 and check that you understand their meanings



Mahmoud Wael: A child genius

Six-year-old Abla Wael from Cairo couldn't do her maths homework one evening. Her father was helping her when her younger brother came into the room. Mahmoud couldn't speak very well yet because he was only three. However, he was able to give all the answers to the sums.

Mahmoud's father was sure that his son was a genius. Soon, TV channels heard about his amazing maths skills and invited him to be on their shows.

When Mahmoud was seven, the American University in Cairo helped him to improve his English because it would help him to study maths at a high level. After only three months, he could read, write and speak English quite well.

One day, Mahmoud walked past a class that was studying computer programming at the university and he could understand the lesson. Soon one of the biggest computer software businesses in the world became interested in Mahmoud because he was so intelligent. He studied computer programming and got several awards. He was then able to teach university graduates about computer programming. He was only eleven!

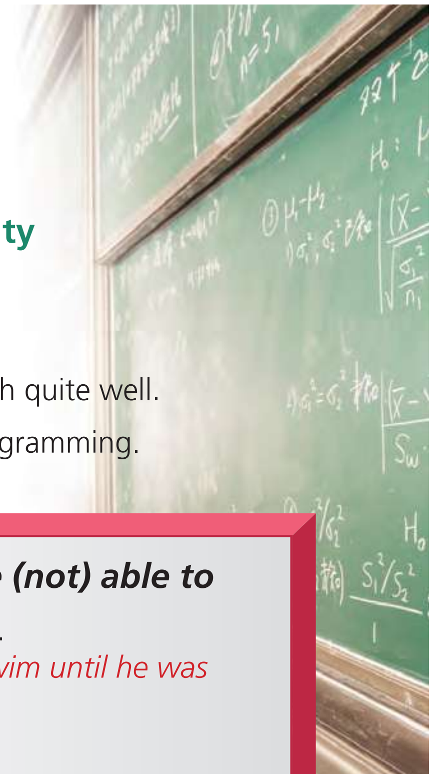
Universities around the world invited Mahmoud to start a degree, but he decided to finish school first. He said that he would like to go to university in Egypt.

4 Are these sentences true (*T*) or false (*F*)?

1 [*F*] Mahmoud's older sister, Abla, is a genius at maths.
2 [ ] Mahmoud is good at English as well as maths.
3 [ ] Mahmoud went to university in America to learn English.
4 [ ] At the age of eleven, Mahmoud was a university graduate.
5 [ ] Mahmoud wants to finish school in Egypt and then go to university in another country.

UNIT 5

Lesson 2



1 Underline the verbs used to express ability or inability

1 Abla Wael from Cairo couldn't do her maths homework.

2 Mahmoud was able to give all the answers to the sums.

3 After only three months, he could read, write and speak English quite well.

4 He was able to teach university graduates about computer programming.

GRAMMAR BOX

Ability or inability: *could / couldn't, was / were (not) able to*

- To talk about ability in the past, we use *could / couldn't*.
  I could swim when I was six, but my brother couldn't swim until he was about ten.
- In *Yes / No*, questions, we usually use short answers:
  Could you read when you were six? Yes, I could. / No, I couldn't.
- When we talk about ability in a specific situation in the past, we do not use *could*. We use *was / were (not) able to* + infinitive, or *couldn't*:
  I was able to find your street, but I couldn't find your house.
  I wasn't able to come to your house last weekend because I was ill.
- Question words come before *was / were*. In *Yes / No* questions, we usually use short answers:
  What were you able to see at the concert?
  Were you able to do the homework? Yes, I was. / No, I wasn't.

2 Complete the sentences

able to	Could	couldn't	wasn't able to	Were	~~were able to~~

1 There was a fire at the hotel, but firefighters *were able to* put it out very quickly.

2 A .... you play chess when you were six?
B No, I ...., but I was .... play chess at Ahmed's house last night.

3 A .... you able to speak to the teacher today about the homework?
B Yes, I was. I told her why I .... finish it and she helped me with it.

3 Complete the questions, then ask and answer

1 When you were ten, could you ...?

2 How old were you when you could ...?

3 Were you able to ... last Saturday?

4 When were you able to ...?



Workbook page 17

Lesson 3



1 Ask and answer

1 What is your greatest achievement?

2 What would you like to achieve one day?

2 Listen to Tarek and Hassan talking about a TV programme. Choose the best title for the programme

1 ☐ Young doctors

2 ☐ How intelligent are you?

3 ☐ Children with amazing brains

3 Listen again and answer the questions

1 How did the boy's parents know he was special?

2 How old was he when he went to university?

3 What is he doing now?

4 How old was the girl when she won the competition?

5 Why was her result in that competition such an achievement?





4 Work in pairs

Tell your partner about your abilities when you were seven using some of these verbs. Make sentences using expressions from the Functions box.

count	**do (a subject)**	**memorise**	**play**	
read	**speak**	**spell**	**swim**	**write**



FUNCTIONS BOX

Adding information

Injy revises her lessons well. **Furthermore**, she does all her homework on time.

In addition to doing his homework, Youssef helps his mother in the kitchen every night.

I could play tennis when was eight. **In addition**, I could use the internet.

Internet search → Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more about Imhotep (2667BCE), the world's first genius. What were his achievements?

https://bit.ly/2uofDKg

UNIT 5

Lesson 4

1 Complete the sentences

award	degree	~~medal~~	trophy

1 An athlete gets a *medal* for winning a race.

2 A student gets a .... for completing a university course.

3 A sports team might win a .... at the end of a competition.

4 A student gets an .... for good results.







2 Ask and answer

Do you know a person who has won one of the awards from exercise 1? Which one? Why did they win it?

3 PROJECT

1 Choose a person in your family, city, village or school who should get an award.

- Who is the person?
- Why should they get an award?
- What are their achievements?
- What kind of award should it be?

2 Write a short paragraph about this person.

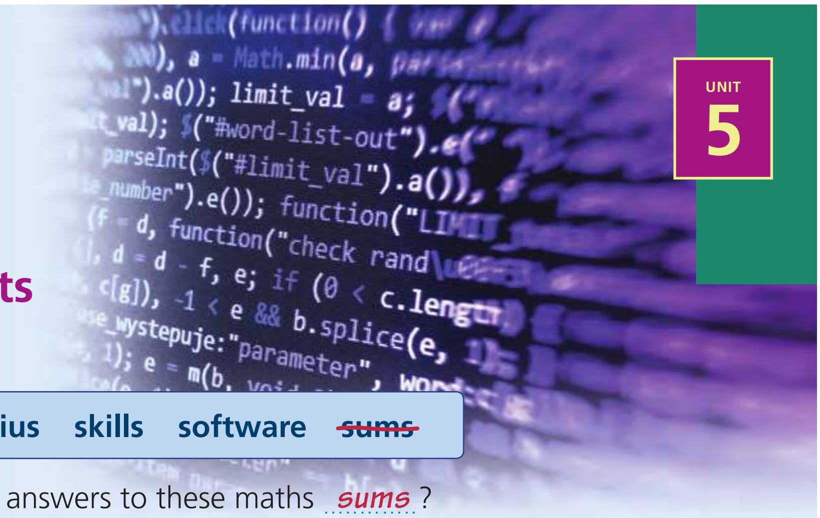


I would like to give my mother an award because she is the best mother in the world. Because she looked after me and my brother and sister, she wasn't able to go to university when she was younger. However, she started studying online two years ago and she has done very well in her exams. She wants to become a teacher one day and teach young children.

She should get an award because she has shown us that it is possible both to be a good parent and to achieve things for yourself.

Workbook page 18

Review



Now you can …

• talk about achievements

1 Complete the sentences

computer programming   genius   skills   software   ~~sums~~

1 How quickly can you work out the answers to these maths *sums* ?
2 A .... is someone who is very intelligent.
3 The player showed amazing .... during the football match.
4 My brother is going to study .... at university.
5 Ali has a very good computer, with the newest .... on it.

• use *could / couldn't, was / were (not) able to*

2 Make sentences using the correct form of *could* or *was / were able to*

1 My grandparents / not / able / go to university because they lived far from a city.
My grandparents were not able to go to university because they lived far from a city.
2 I / can / not / walk until I was 18 months old. ....
3 Some drops of water fell onto my letter, so I / not able to / read it! ....
4 "you / can / speak two languages / when you were five?" "No, I / can / not." ....
5 Which of the sums in the maths test / you not able to do? ....

• add information

3 Choose the correct words

1 My sister is very polite. *Not more* / *Furthermore*, she is very active.
2 My father always goes to work on time. *In addition* / *In addition to*, he does his work well.
3 In addition to *exercise* / *exercising* every day, he never smokes.

Word building skills

Some nouns have irregular plurals. Learn these carefully.

Singular	Plural
child	children
shelf	shelves
man, woman	men, women

Singular	Plural
mouse	mice
person	people
sheep	sheep

Workbook page 19



UNIT 6

Inventors

Lesson 1

OBJECTIVES

- **Grammar** Transitive and intransitive verbs
- **Reading** Reading a magazine article about robots
- **Listening** Listening to a speaker emphasising points
- **Speaking** Emphasising
- **Writing** Writing a report

1 Ask and answer

How do machines help us at home?

2 Which of the robots below is a scientific robot and which are personal robots?

Robots in our lives

Scientists have used robots for a long time. Some robots dive under water to study the sea. Others are sent inside **volcanoes** to study places that are dangerous. In 2012, a robot went to another planet to study the soil and the gases there.

Personal robots are designed to help people with jobs at home. They include robot **vacuum** **1** *cleaners* to clean floors and **lawn mowers** to cut the grass in parks and gardens.

Now, an engineer has designed a robot that can **2** .... people. When you speak, it will answer! It will hear your **3** .... and turn its head in order to look at you. It will say hello to you when you come home and it can read a story to children. It can give a message to the right person in the family. It can even remind you to send your emails.

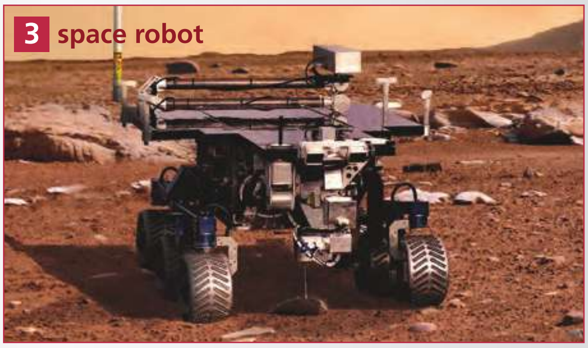
Some robots are designed to have friendly **4** .... so that children will think they are toys. These robots are very useful in hospitals, where they can **5** .... children and help them to feel better.



1 robot lawn mower



2 robot vacuum cleaner



3 space robot

3 Read and complete the magazine article with these words

~~cleaners~~	entertain	faces
recognise	voice	

4 Answer the questions

1 Why was a robot sent into space?

2 What does a vacuum cleaner do?

3 Why is a conversation with robots sometimes similar to a conversation with a person?

4 How can robots be used to help children in hospitals?

Lesson 2



UNIT
6

1 Underline the verbs in these sentences. Which are followed by a noun?

1 Scientists have used robots for a long time.
2 In 2012, a robot went to another planet.
3 When you speak, the robot will answer!
4 Some robots dive under water to study the sea.
5 Other robots move skillfully inside volcanoes.
6 We use special types of robots at home.

GRAMMAR BOX

Transitive and intransitive verbs

- Transitive verbs have a direct object. Some transitive verbs also have an indirect object:
  Tarek asked a question. (What did he ask? *a question* = direct object)
  Tarek asked me a question. (Who did he ask? *me* = indirect object)
  Samir bought me a present. Samir bought a present for me.

Note:
Transitive verbs + indirect object + direct object: Ali sent me an email.
Transitive verbs + direct object + to/for + indirect object: Ali sent an email to me.

- A verb is intransitive when it doesn't have a direct object. The sentence can be complete with just noun + verb:
  The baby is sleeping.
  Ahmed runs fast.
  We left early in the morning.

2 Underline the verbs. Then write *T* (transitive) or *I* (intransitive).

1 [I] Let's run!
2 [ ] The bus has arrived.
3 [ ] I gave my mother the message.
4 [ ] Please send me an email.
5 [ ] I went to the shop.
6 [ ] You have to work hard.
7 [ ] Go to bed early.
8 [ ] I bought some milk.



Workbook page 20

UNIT 6 Lesson 3

1 Ask and answer

1 What problems do you sometimes have at home, at school or with the environment?

2 Read the poster below. What would you like to invent in order to help with these problems?



2 Listen to some students talking to a science teacher about the competition. What is the prize for the competition?

3 Listen again and choose the correct words

1 All students *should* / *won't* enter the competition.

2 The idea for an invention is the *easiest* / *most difficult* part of the project.

3 The students must do *one experiment* / *several experiments*.

4 It is necessary for an experiment to test that an idea is *old* / *completely new*.

5 It might be easier to think of *something to invent* / *a problem to solve* first of all.

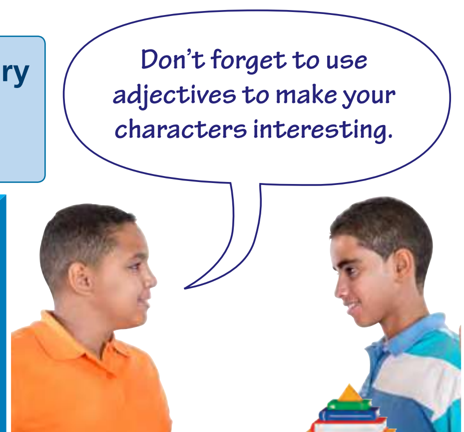
6 The winners will *visit the science museum* / *receive a laptop*.

School Science Competition

Are you a young inventor? Perhaps you've got a fantastic idea for a new product, or something that will help the world in some way. Why don't you enter our school science competition?

4 Take turns to give advice to students who are entering a story writing competition. Use the expressions in the Functions box. Think about the following:

the main idea of the story **the place of the story**
describe characters **number of sentences**
grammar **spelling**



FUNCTIONS BOX

Emphasising a point

You must remember to (infinitive):

You must remember to describe characters well.

You must remember that (sentence):

You must remember that grammar rules are important.

Don't forget to (infinitive).

Don't forget that (sentence).

It's necessary / important to (infinitive).

Internet search Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more about the driver-less car.

https://bit.ly/2GbzpOB



Lesson 4

UNIT 6

THE INVENTION OF SHIPS AND SAILS

EYE ON EGYPT

In ancient Egypt, like today, most of our important cities were built along the Nile. For this reason, people have used the river for transport for many years. The people also became experts at building boats.

Early boats



- In around 4000 BCE, the ancient Egyptians made small boats from papyrus. They used **oars** to move them forwards.

Wooden boats and sails

- Later, they used wood tied together with ropes to build boats. They also invented the first **sail** in order to move faster up the river when the wind blew.

Transport ships

- In around 2500 BCE, people began to build larger and stronger boats. Ships could travel across the sea to sell goods in other countries.

Steam and oil



- Ships needed the wind until the early 1800s, when the first **steamships** began to cross the seas.
- In the twentieth century, oil was used to take powerful ships around the world.

1 Find these words in the pictures

sail   oars   steamship

2 Complete the sentences



1 Egyptians have always used the Nile to *transport goods.*

2 They were able to move their papyrus boats by using ....

3 They invented the sail in order to ....

4 In the twentieth century, powerful ships were able ....

3 CRITICAL THINKING

1 What other inventions are Egyptians famous for?

2 Which Egyptian inventions do you think have been most important for the world? Why?

Workbook page 21

UNIT 6

Review

Now you can …

• use words to talk about personal robots

1 Complete the text

entertain
lawn
~~recognise~~
vacuum

Engineers have invented robots that **1** *recognise* you. There are also robot **2** .... cleaners to clean the floors and **3** .... mowers to cut the grass. Some robots can even **4** .... children.

• identify transitive and intransitive verbs

2 Underline the verbs and write *T* (transitive) or *I* (intransitive)

1 [*T*] May I use your pen, please?

2 [ ] I bought myself a new notebook.

3 [ ] John sent me an email.

4 [ ] What time does the train leave?

5 [ ] The birds are singing beautifully.

6 [ ] Rania swims fast.

• identify direct and indirect objects

3 Underline the direct objects and circle the indirect objects

1 Manar gave her daughter a sandwich for lunch.

2 The doctor examined the patient carefully.

3 The ancient Egyptians invented the sail.

4 I offered a drink to the guest.



• emphasise a point

4 Make sentences that emphasise a point

1 It is / for you / important / to do the work
It is important for you to do the work.

2 that/ will be / fun. / the work / You must remember ....

3 that / Don't forget / should / you / correct any mistakes. ....

4 every day./ must remember / vegetables / to eat / You ....

Dictionary skills

A dictionary tells you when a verb is transitive (T), intransitive (I) or both (I,T). It will help you to know whether you must use an object or not.

give (T): *I gave him the message.*
open (T): *Please open the door.* (I) *The café opened at 10 a.m.*
sleep (I): *I slept until 6 a.m.*

Workbook page 22

Review B

Lesson 1

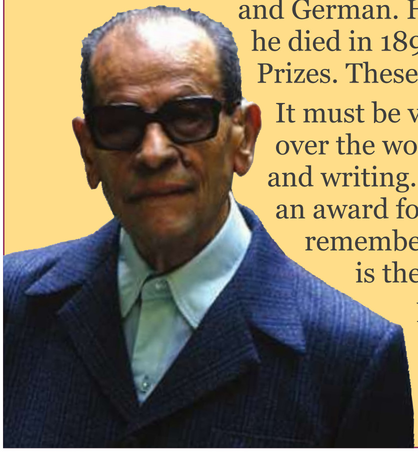
1 Read about Alfred Nobel. What are the Nobel Prizes for?



The Nobel Prizes

Alfred Nobel was born in 1833. He was a chemist and a great **inventor**. When he was a young child, Alfred couldn't go to school for many years because his parents didn't have enough money. Later, he was able to study because his father found a good job.

Alfred was a very intelligent person. He could speak many languages, such as English, French and German. He also liked to read scientific books and to write stories. When he died in 1896, he left a lot of money so that people could start the Nobel Prizes. These are awards for people's achievements.



It must be very rewarding to win these prizes. They are for people from all over the world who have had a great level of success in medicine, science and writing. The winners get both a small trophy and money. There is also an award for people who have worked to make the world a better place. To remember Alfred Nobel, the awards are given on December 10th, which is the day he died.

Naguib Mahfouz was an Egyptian writer who won the 1988 Nobel Prize for writing. He wrote 34 novels and more than 300 short stories. Another Egyptian, Ahmed Zewail, won a Nobel Prize for chemistry in 1999.

2 Choose the correct words

1 Alfred Nobel *couldn't* / *was able to* go to school when his father found a job.

2 He could *speak many languages* / *make models*.

3 The Nobel Prizes started *after* / *before* 1896.

4 The winners get *two prizes* / *one prize* each.

5 In 1988, *two people* / *one person* from Egypt won the prize.



3 Complete the sentences

awards	genius	~~inventor~~	recognise

1 Alfred Nobel was a great *inventor*.

2 A .... is a very intelligent person.

3 The Nobel Prizes are .... for scientists, writers and other people.

4 I wasn't able to .... anyone without my glasses.



1 Which of the following sentences are not correct? Why?

1 ☒ You put. *"Put" is transitive so it needs a noun.*
2 ☑ Amir took a photo of the baby. ....
3 ☐ I gave my sister her book. ....
4 ☐ Tarek showed. ....
5 ☐ Please send. ....

2 Choose the correct words

1 It *must* / *can't* be hot in the desert in summer.
2 Ali *might* / *can't* be friends with Hassan. He doesn't know his name!
3 I have a new text. It *must* / *might* be a message from my mother, but I'm not sure.
4 This stamp *might* / *must* be very old. We should ask an expert who can tell us for sure.
5 That book *might* / *must* be good. Ahmed hasn't stopped reading it all day!



3 Listen to Adam and Faris talking about Dr Ali Moustafa Musharrafa and answer the questions

1 Why is Faris reading about Dr Moustafa Musharrafa?
2 What was Dr Musharrafa able to work out?
3 Why did Dr Musharrafa go to London?
4 What was he able to write in London?
5 What is Faris sure about?

4 What could / couldn't you do when you were five? Talk about the following

1 play tennis	5 speak English
2 swim	6 ride a bike
3 write	7 make your bed
4 read books	8 use a computer



5 Listen and underline the stressed syllables in these words

tourist information **police station** **computer programming**
lawn mower **vacuum cleaner**

Workbook pages 23-26



All about sports

UNIT 7

Lesson 1

OBJECTIVES

- **Grammar** Necessity and obligation: *have to / had to* and *must / mustn't*
- **Reading** Reading about the history of sports
- **Listening** Listening to a radio programme about the Olympic Games
- **Speaking** Contrasting information
- **Writing** Writing rules for a sport

1 Ask and answer

1 Do you often watch or play basketball or tennis?

2 When and where do you think these sports were first played?

2 Read the magazine article and check your answers to exercise 1

Sports history



Some experts believe that tennis was first an Egyptian sport, because the word *racket* is very similar to the Arabic word *rahat* (hands). Other people believe that it was invented by the French in the eleventh or twelfth century.

By the thirteenth century, there were as many as 1,800 **indoor courts**, so people didn't have to wait for good weather in order to play. In those days, players had to hit the ball with their hands. By 1500, the game was played with a wooden racket.

The very first tennis balls were made from leather filled with horse hair or wool. Today, tennis balls are rubber and have to measure 6.54–7.3 centimetres across the middle and weigh 56–59.49 grams.



Basketball was invented in 1891 by a Canadian P.E. teacher, James Naismith. In that year, he thought: "I must find a new sport for my students to play in winter, because it's too cold to play outside." The new game could be played inside in any weather.

James Naismith tied two baskets to **poles** at each end of the court. A player had to throw the ball into the basket in order to **score**. At first, before the bottoms of the baskets were cut off, a player had to take the ball out of the basket after he or she scored. The game is now very popular, although you must practise every day to be good at it.

3 Which of the words in red in the text mean the following?

1 long bits of metal or wood *poles*

2 places where a tennis or basketball match is played ....

3 what you need to do to win in some sports games ....

4 inside a building ....

4 Answer the questions

1 How did tennis players first hit the ball to each other?

2 How have tennis balls changed over the years?

3 Why did James Naismith need to invent a new sport for his students?

4 Where did he put the baskets?

5 Why did players take the ball out of the basket in the first basketball games?

UNIT 7

Lesson 2



1 Underline the verbs used for obligation

1 People didn't have to wait for good weather in order to play.

2 In those days, players had to hit the ball with their hands.

3 Today, tennis balls have to weigh 56–59.49 grams.

4 I must find a new sport for my students to play in winter.

GRAMMAR BOX

Obligation and necessity:

have to / had to and *must / mustn't* for obligation

- We use *have to / has to* to talk about rules or things that other people say are necessary:
  We have to go to school on time.
  She has to get a passport to travel to London.
- We use *don't / doesn't have to* to talk about things that are not necessary:
  She doesn't have to hurry. She isn't late for school.
- The past simple form is *had to*, which is the same for all subjects:
  I couldn't go to the park yesterday because I had to finish my homework.
- The negative of the past simple is *did not / didn't* + *have to* + infinitive:
  We didn't have to do computer studies when we were at primary school.
  (It shows lack of necessity in the past.)
- Make questions with (question word) *did* + subject + *have to* + infinitive:
  How long did you have to wait until the bus arrived?
- We use *must / mustn't* + infinitive without *to* to say that something is important to do or important not to do:
  You must see a doctor. You've been ill for a week.
  He mustn't park here. It's against the law.

2 Complete the dialogue with the correct form of *have to*

Salma: 1 *Did you have to* (*you have to*) do P.E. when you were at school?

Grandfather: Yes, we 2 ...., but we 3 .... (*not have to*) do P.E. every day.

Salma: 4 .... (*you have to*) do P.E. when it was very hot?

Grandfather: No, if it was very hot, we 5 .... (*not have to*) do P.E.

3 What did / didn't you have to do when you were a primary school student? Ask and answer about the following

cook meals	do revision
get up early	go to bed early



Workbook page 27

Lesson 3

1 Ask and answer

How many sports do you think are played at the Olympic Games?



2 Listen to a radio programme about the Olympic Games and check your answers to exercise 1

3 Listen again and complete the table

	in ancient Greece	today
number of different sports:	7–9	1 ....
stadiums	2	huge and very modern
spectators	only from Greece	3 ....
athletes	4	must practise for years before the Games
prizes	leaves	5 ....
countries holding the Games	6	different countries

4 How have the things listed in Ex. 3 changed since the first Games? Make sentences using expressions from the Functions box



FUNCTIONS BOX

Contrasting information

In the past, the Olympic Games were held in Greece only. **However,** (today the Olympics are held in different countries).

Although (there have been changes), it's always a great achievement to win a game.

Internet search → Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more about where and why speedball was invented and how you play it.

https://bit.ly/2I71FhN

UNIT 7

Lesson 4

1 Look at the pictures and answer the questions

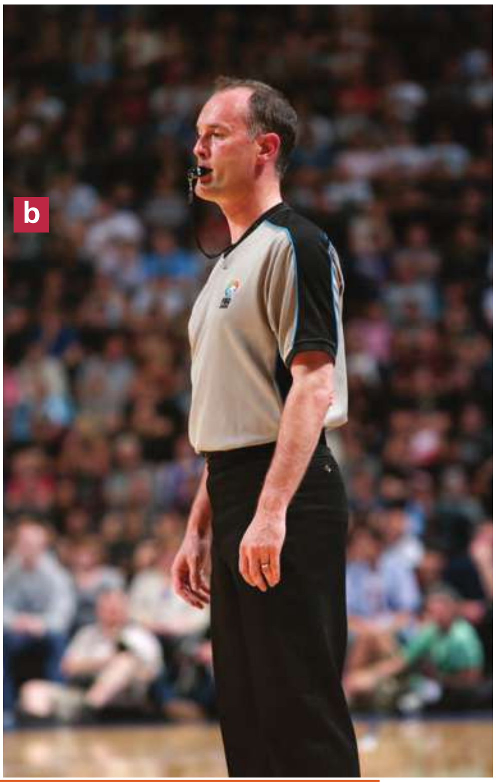
1 In which picture is the **referee**?

2 Your team is blue. Which team is your **opponent**?

a



b



2 Work in pairs and do the quiz

Tools For Life

1 If you are a spectator and your team loses a match, what should you do?

- **a** Congratulate your opponents on winning the match.
- **b** Start yelling unkind words about the other team.

2 When you win a match, what should you do?

- **a** Congratulate your team.
- **b** Say unkind things to your opponents.

3 If the referee decides that you did something wrong, what should you do?

- **a** Apologise and listen to the referee.
- **b** Say "I disagree" and ask the spectators for their opinion.

4 There is a player in your team that you don't think is trying very hard. What should you do?

- **a** Encourage this player to try harder.
- **b** Say that you don't think this player is very good.



If you answered **a** to all of the above questions, then you are a **good sport**!

3 Read the text and discuss these questions

1 Look up the words in red in your dictionary.

2 Do you think that Mohamed did the right thing?

3 Should you always play a sport to win, or for other reasons?

In 1984, the Egyptian Mohamed Ali Rashwan was in the final of the World Judo Championship. His opponent was a Japanese man, Yasuhiro Yamashita. Before the game, Yasuhiro hurt his right leg, but Mohamed did not touch his injured leg, although this would have helped him win. He did not think this was kind. Mohamed lost the match, but he won his **self-respect**.

Workbook page 28

Review



Now you can …

• talk about sports

1 Match to make sentences

1 [c] In order to play tennis,
2 [ ] If you want to be a spectator at a sports event,
3 [ ] If you are the referee,

a you have to decide if something is right or wrong in a match.
b you have to buy tickets for a seat in the stadium.
c you have to hit the ball to your opponent's side of the court.

• use *have to / had to* and *must / mustn't* for obligation and necessity

2 Make sentences using the correct form of *have to* or *must*

1 Before tennis players / use rackets, they / have to hit / the ball with their hands.
Before tennis players used rackets, they had to hit the ball with their hands.

2 In Olympic horse riding events, / people / have to wear / helmets? ....

3 Long ago, / tennis players / not have to wear special shoes on tennis courts. ....

4 I must / remember to / turn off / lights / before / go to bed. ....

• contrast information

3 Choose the correct words

1 It is an achievement to be an Olympic athlete. *Furthermore* / *However*, it is really hard work.

2 Basketball players need to be tall, *in addition* / *although* some good players are short.

3 *Although* / *In addition* I really enjoy playing speed-ball, I don't have any time to practise it.

4 I enjoy watching tennis on TV. *However* / *In addition*, I never play it.

Dictionary skills

If a word has more than one meaning in a dictionary:

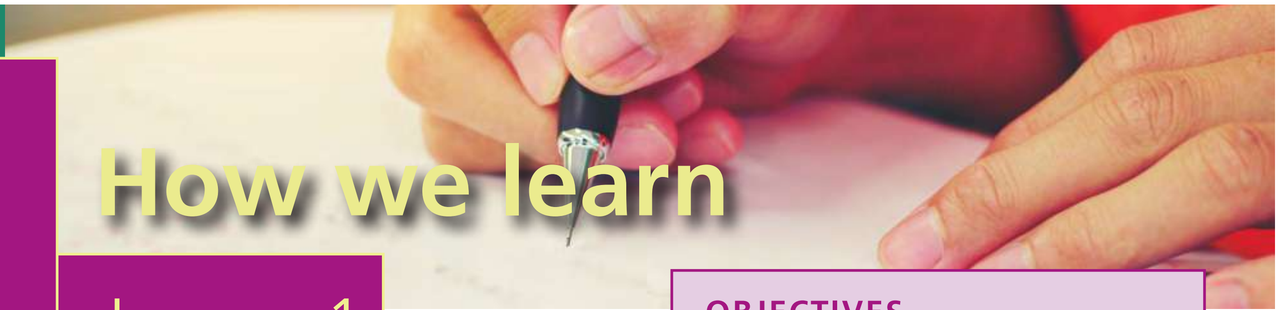
- check all the meanings and find the one that fits your sentence best.
- check if the dictionary gives words with the opposite meaning, or other words with similar meanings.

Match the correct meanings of *light* in these sentences

1 It was light at about six o'clock in the morning.
2 Can we turn on a light? I can't see.
3 That bag is quite light.
4 Please light a fire so we can cook our dinner.

[ ] **a** not heavy [1] **b** not dark [ ] **c** a lamp [ ] **d** start burning

Workbook page 29



UNIT 8

How we learn

Lesson 1

OBJECTIVES

- **Grammar** *-ing* forms
- **Reading** Reading a text about what makes people intelligent
- **Listening** Listening to a conversation about problems with the internet
- **Speaking** Talking about a problem and offering to help
- **Writing** Writing a text offering help

1 Read these sentences about intelligence. Do you think they are true (*T*) or false (*F*)?

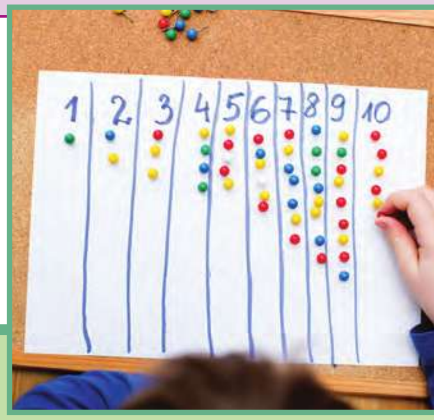
1 [*F*] Intelligent people are usually good at everything.

2 [ ] Only people who are very good at school subjects are intelligent.

3 [ ] Some experts think that all the best athletes must be intelligent.

4 [ ] It is bad for you to do physical exercise when you are trying to learn something.

2 Read the article from a science book and check your answers to exercise 1



How intelligent are you?

Being very intelligent can help people to do amazing things. But what makes people intelligent? Albert Einstein was a great scientist, but in fact, he had problems with reading: he certainly was not good at everything.

Experts now think that people can be intelligent in many different ways. For example, you might be intelligent because you are very good at languages, maths or music. Some people are intelligent because they are very good at controlling their bodies. Athletes have this kind of intelligence and they can **control** their muscles, breathing and **balance** very well. Other people understand people's feelings, while others might be intelligent because they understand animals and nature. **Sailors** have an intelligence that makes them good at finding their way across seas or up and down rivers.

If people are intelligent in different ways, it means that they will probably learn things in different ways. Writing words on paper helps some people to learn things. Others prefer to learn by drawing pictures or diagrams. Moving or physical exercise helps some people, while others learn best by working with other people.

3 Which of the red words in the passage means the following:

1 being able to stand or move without falling *balance*..................

2 someone who sails on boats or ships ....

3 to make someone or something do what you want ....

4 Answer the questions

1 What does the article say that athletes are very good at doing?

2 In what way are sailors intelligent?

3 What kind of intelligence do you think you have?

4 The article describes four ways of learning things. Which of these works best for you?

Lesson 2

1 Underline the words ending *-ing*

1 Being very intelligent can help people to do amazing things.
2 Albert Einstein had problems with reading.
3 Athletes have fantastic control over their muscles, breathing and balance.
4 Other people understand people's feelings very well.
5 Moving or physical exercise helps other people.

GRAMMAR BOX

-ing forms

- *-ing* forms can be used as nouns:
  I'd like to read a book. (*to read* = verb)
  Reading is enjoyable. (*reading* = noun)
- The *-ing* nouns can be the subject or object of a sentence:
  I love learning. (*learning* = object)
  Washing up isn't my favourite thing to do. (*washing up* = subject)
- Learn the spelling changes when you add *-ing*, for example *write-writing swim-swimming, lie-lying*:
  Lying in bed for a long time isn't healthy.

  Note: Prepositions are followed by *-ing* form of the verb.
  Thank you for baking my cake, Mum.
- Not all words ending in *-ing* are nouns:
  Swimming is fun. (*swimming* = noun)
  We are swimming. (*are swimming* = verb)



2 Complete the sentences using *-ing* forms

1 Magda likes to play tennis. It's her favourite sport.
Playing tennis is Magda's favourite sport.

2 My sister finds it easy to learn new languages.
For my sister, ... is easy.

3 Do you feel happy when you listen to music?
Does .... make you feel happy?

4 In England, it is always more expensive to travel by train than by bus.
.... by train is always more expensive than by bus in England.

3 Complete the sentences using *-ing* forms

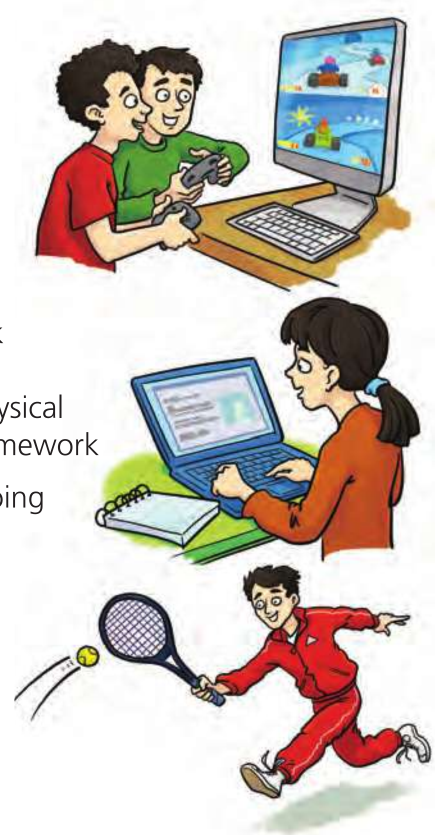
1 .... is my favourite hobby.
2 .... is good fun.
3 .... doesn't take long.
4 .... is often difficult.



Workbook page 30

UNIT 8

Lesson 3



1 Discuss these questions in pairs

1 Do you prefer to use a book or the internet to find information for your homework? Why?

2 How much time do you think that you spend each week doing the following?
- researching information online
- doing something physical
- playing computer games
- doing puzzles
- doing homework

3 Do you think that some people spend too much time doing any of these activities? Why? / Why not?

4 Do you think that you should spend more time doing some of these activities? Why? / Why not?

2 Listen to a teacher talking to Salma and her mother. What is Salma's problem?

3 Listen again and answer the questions

1 Why does the teacher want to see Salma and her mother?

2 Why does Salma find it hard to think about work when she is online?

3 Where should Salma do her online research? Why?

4 Are all computer games bad? Why? / Why not?

5 What is better for Salma than computer games?

Internet search Egyptian Knowledge Bank بنك المعرفة المصري

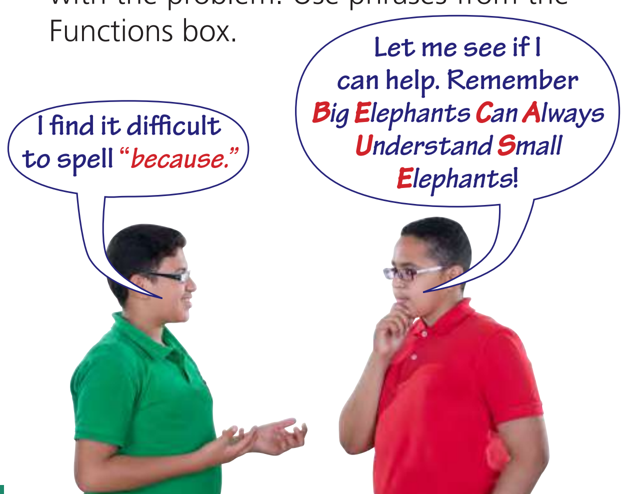
Scan this code to find out more about the need for sleep. How can using computers late at night affect your sleep?

https://bit.ly/2pIa4AL

4 Work in pairs

Student A: Tell your partner about a problem or something that you find difficult to learn.

Student B: Ask about and offer help with the problem. Use phrases from the Functions box.



FUNCTIONS BOX

Talking about problems

I'm afraid that I (have a problem using the internet).

I find it difficult to (look for the information that I need).

The trouble is that (I spend too much time playing computer games).

Asking about and offering help

Have you got any problems?

What's the matter?

Let me see if I can help.

Lesson 4

1 Do the quiz about solving problems. Compare your answers in pairs and say why you chose your answer

Tools For Life

1 You are working on a project with two other students. You are doing more work on the project than they are. You:

a tell them that their ideas are important and the project will be better if they help.
b tell them that they have to work harder because you are doing most of the work.

2 You want to do your homework, but you are finding it difficult to stop playing computer games. You:

a Ask your teacher or your parents for advice.
b You don't do anything about it and continue to play computer games.

3 Your younger brother has a problem with a school project. He asks for your help. You:

a listen to his ideas for the project and try to add some more useful ideas.
b tell him that it is better for him to do it without help.

4 A new student has arrived in the class from another country. You:

a talk to the students in your class about what you can do to help the new student feel happy at your school.
b wait for the new student to talk to you.



5 Your teacher is ill. You want the teacher to know that the class is thinking about him / her. You:

a work in small groups and make a card for him / her.
b make a card for him / her yourself.

2 Discuss in pairs

1 If you answered **a** to most of the quiz questions, do you prefer to discuss problems or do you prefer not to discuss them?

2 Do you like to discuss your problems with other people? Why? / Why not?

3 Why do you think it is important to talk about your problems?

3 PROJECT

Write your own quiz like the one above.

- Choose one of the topics in the box.
- Think of four questions about the topic. Give two possible answers to each one.
- Work out what the answers say about the person who does the quiz.



Are you better at science subjects or arts subjects?

Are you good at using modern technology?

Are you a city person or a country person?

Workbook page 31

UNIT 8

Review

Now you can …

• talk about ways to learn

1 Look at the pictures. Which one shows …

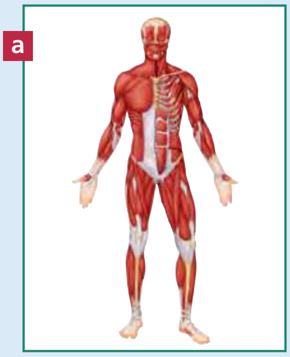
1 [*b*] a puzzle?

2 [ ] a person with good balance?

3 [ ] a body?

4 [ ] a person with strong muscles?

a



b



c



d



• use *-ing* forms correctly

2 Complete the sentences using *-ing* forms

1 eat / too quickly / not good for you.
Eating too quickly is not good for you.

2 sing / is Huda's favourite activity. ....

3 is / travel / by train / comfortable? ....

4 speak / other languages / is very useful. ....

5 I love / learn / about different countries. ....

• talk about a problem and offer help

3 Complete the mini-dialogue

find
hard
~~matter~~
problem
see
trouble

Nabila: What's the **1** *matter*, Amira?

Amira: I'm afraid I have **2** .... with my internet project. I **3** .... it difficult to know the right websites. The **4** .... is that there are so many different websites.

Nabila: Let me **5** .... if I can help. It's quite **6** .... to know which websites are best, so choose one that you know.

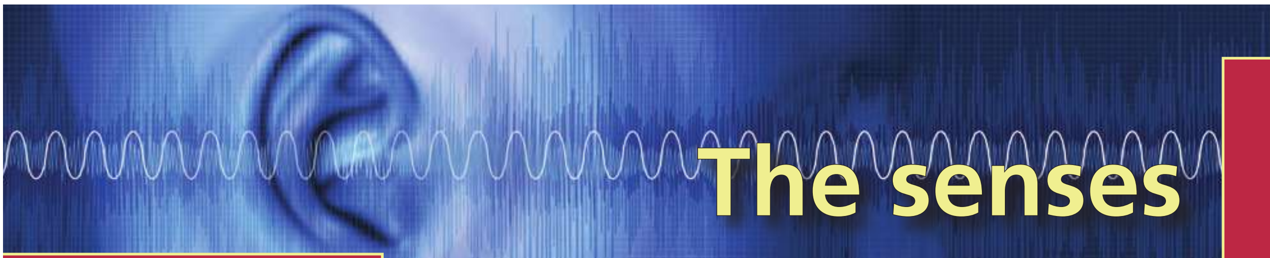
Word building skills

Certain words are often used together. These word pairs or groups are called *collocations*.

do: *research*, *homework*, *a puzzle*

use: *your brain*, *muscles*, *a computer*

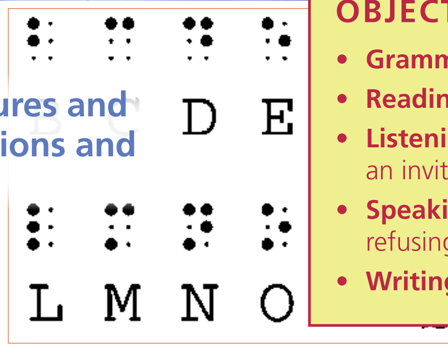
Workbook page 32



The senses

UNIT 9

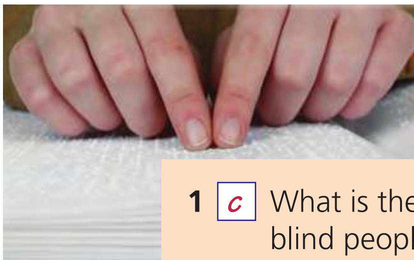
Lesson 1



OBJECTIVES

- **Grammar** Non-defining relative clauses
- **Reading** Reading an article about Braille
- **Listening** Listening to someone giving an invitation
- **Speaking** Inviting, accepting and refusing invitations
- **Writing** Writing an invitation

1 Look at the pictures and match the questions and answers



1 [c] What is the name of the system that blind people use to read?

2 [ ] How do blind people know what is written on a page?

3 [ ] How many dots are in each shape?

a They use their fingers to touch the different signs.

b There are six, in different places.

c It's called Braille.

2 Read the magazine article and check your answers to exercise 1

Louis Braille

Louis Braille, who was born in 1809, became blind after an accident when he was three. At first, Louis went to school in his village, where his father made **equipment** for horses. When he was ten, he went to a school for blind children in Paris. In the school library, there were 14 books which had a system of dots instead of letters. When students touched the letters, they could **work out** the meaning of the words. Louis wanted to find a way to improve the system.

Then in 1821, a man called Charles Barbier visited the school. Barbier, who was a soldier, showed the students his own system of dots on paper. It was used by soldiers to read and write messages at night. Louis decided to improve Barbier's system, to make it easier for blind people to use.

When he was 15, he wrote his first book of signs. He continued adding more signs to his system. He also made up signs for maths and music. The signs took his name: Braille.

These days, new technology has made Braille even easier to use. Some computers, which can quickly change text into Braille, now have Braille printers. Electronic books (ebooks) can also be read in Braille.

You can find Braille in many different languages, all over the world. There are even Braille dictionaries, so that blind adults and children can look up words and find out their meanings.

3 Answer the questions

1 How did Louis Braille become blind?

2 Where did he first find books that used dots as a text?

3 Why were soldiers using a system of dots?

4 What signs did Louis invent after he was 15?

5 How does new technology help blind people to use Braille these days?

UNIT 9

Lesson 2



1 Underline the relative clauses. Circle the noun that each relative clause gives you more information about

1 Louis Braille, who was born in 1809, became blind after an accident when he was three.

2 Louis went to school in his village, where his father made equipment for horses.

3 Barbier, who was a soldier, showed the students his own system of dots on paper.

4 Some computers, which can quickly change text into Braille, now have Braille printers.

GRAMMAR BOX

Non-defining relative clauses

- We use non-defining relative clauses to give us extra information about the noun. We use the relative pronoun *who* for people:
  Mr Zaki, who lives next door, is a scientist.
- We use the relative pronoun *which* for things and animals:
  Elephants, which live for around 45 years, are found in Africa.
- We use the relative pronoun *where* for places and *when* for time:
  We went to visit my cousins in Luxor, where they have lived since the 1970s.
  The photo shows Alexandria in 1990, when my parents lived there.
- We use the relative pronoun *whose* to show possession:
  Mr Adel, whose factory produces cotton clothes, is very rich.
- There is always a comma before a non-defining relative clause (and after the clause if it is in the middle of a sentence):
  I went to visit my friend, who lives in Port Said.
  The post office, which is opposite the bank, is crowded today.

2 Join the sentences using a non-defining relative clause

1 I always visit my grandparents when school finishes. They live next door.
I always visit my grandparents, who live next door, when school finishes.

2 Abu Gorab is a very interesting place. We went there on our school trip last year. ....

3 Our school is more than 100 years old. It has about 1,000 students. ....

4 The tour guide gave us a tour of the city. He knew everything about Egypt. ....

3 Complete the following with non-defining relative clauses

1 My best friend, ...

2 My city / village, ...

3 Our school, ...



Workbook page 33

Lesson 3

1 Can you work out the meaning of the phrasal verbs in red?

1 The Al Nour wal Amal orchestra was **set up** in the 1950s.
   a started **b** closed

2 We're going to **hand out** information to people about the concert.
   a sell **b** give

2 Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?



3 Listen and check your answers to exercises 1 and 2

4 Listen again and complete the sentences

1 Hassan invites Tarek to *play football.*
2 Tarek can't come because he ……………………
3 The Al Nour wal Amal orchestra read music ……………………
4 Their next concert is in ……………………
5 When Tarek invites Hassan to the concert, Hassan ……………

5 Work in pairs

1 Take turns to invite each other to do some of the activities below.
2 Accept or refuse the invitation. Give a reason if you refuse.

a beach **a concert** **lunch** **the park** **shopping** **a sports match**



FUNCTIONS BOX

Inviting people
Would you like to (go to) …?
I'd like to invite you to …

Accepting invitations
I'd love to!
That / It sounds great.

Refusing invitations
I'm sorry …
I'm afraid I can't …
I'd love to, but I can't because …

Internet search Egyptian Knowledge Bank بنك المعرفة المصري

Scan this code to find out more on how Braille helps the visually impaired.

https://bit.ly/2IUxMm4



UNIT 9 Lesson 4

THE DEAF SCHOOL IN CAIRO

EYE ON EGYPT

The Deaf School in Cairo was set up in 1982 for children from all over Egypt. There are about 70 children at the school, where most of them live during the week. They go home at weekends and during the holidays.

- At the school, students learn Egyptian **Sign Language**. They also learn reading and writing in Arabic and English, maths, science, P.E. and computer studies.



- The teachers at the Deaf School believe that it is really important for deaf people to be able to communicate with people who can hear. They encourage the family and friends of deaf students to **take up** sign language themselves at special weekly classes for people who can hear. They also plan activities where both deaf people and people who can hear can learn about each other's lives.
- More schools are now open for deaf learners all over Egypt. Moreover, **slightly** deaf students are now included in general education schools so that they can be with other students that hear well.

1 Choose the correct answer

1 Someone who is slightly deaf can *not hear at all* / *not hear well*.

2 Sign Language is a language that is communicated by *the mouth* / *the hands*.

3 If you take up sign language, you *learn* / *forget* it.



2 Complete the fact file

Deaf Schools

1 Students in the Cairo school are from: *all over Egypt*

2 Subjects: ....

3 Communication with people who can hear is encouraged by: ....

3 CRITICAL THINKING

1 Do you think that everyone should learn sign language? Why? / Why not?

2 How do you think we can help to make the everyday lives of deaf people easier?

3 Why do you think more schools have opened for deaf learners in Egypt?

4 Do you think it is a good idea to include slightly deaf students in general education classrooms? Why?

Workbook page 34

Review

Now you can …

• use phrasal verbs



1 Replace the red words with these phrasal verbs

hand out	look up	~~set up~~

1 The charity was **started** *set up* ten years ago.

2 If you don't know what an English word means, **find** ………… the word in a dictionary.

3 "Could you please **give** ………… the books to the students, Salma?" asked the teacher.

• use non-defining relative clauses

2 Add the correct non-defining relative clauses a–f to these sentences

1 My uncle, *f*, lives on a farm.	**a** which can live for weeks without water
2 We went to the supermarket, ☐.	**b** which many tourists visit every year
3 My parents gave me a book, ☐.	**c** who is a primary school teacher
4 The Pyramids, ☐, are very interesting.	**d** where we bought some food for a picnic
5 Camels, ☐, can live for 50 years.	**e** which I've been reading every night
6 My neighbour, ☐, is very friendly.	**f** who has three horses

• make, accept or refuse invitations

3 Complete the mini-dialogues with the words

afraid
because
invite
love
possible
~~**Would**~~

1 Amal: *Would* you like to come to the beach with us on Saturday?
Huda: I'm ………… it won't be …………. I have to do my homework.

2 Fawzy: I'd like to ………… you to my house for lunch, Nasser.
Nasser: I'm sorry. I'd ………… to come, but I can't ………… my grandparents are coming to visit us.

Writing skills



When we write an address in an email or invitation, we put our house number and road name on the first line, then write the area and city.

New Message

87 North Road,
Maadi,
Cairo

Workbook page 35

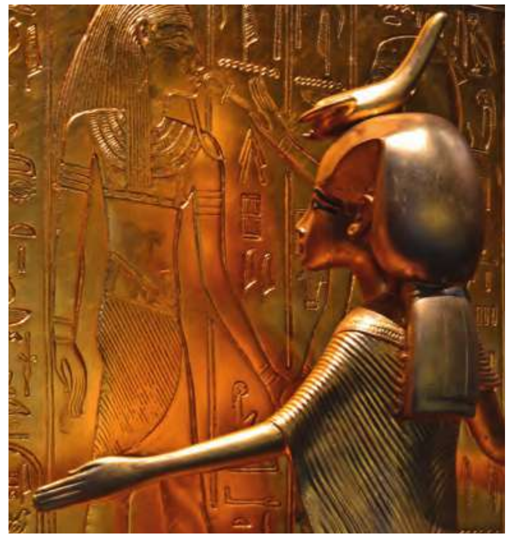
Review C

Lesson 1

1 Ask and answer

1 How can people learn about Tutankhamun?
2 What do you think an exhibition is?





2 Read Andy's blog and check your answers to exercise 1

An amazing exhibition

One day last week, our teacher handed out some information about an **exhibition** in London, where I live. He said that we should go if we were interested in history. The exhibition had historic jewellery and statues which are from the time of Tutankhamun. My friend Alex, who knows that I love history, said, "Revising history will be easier if we go." So we both decided to go at the weekend.

It took me less time to get to the exhibition than Alex, but he wasn't very late. The exhibition was set up in a huge, famous building where people could see the amazing jewels, art and statues from different museums in Egypt. Before it arrived in London, the exhibition travelled to four other cities, where thousands of people came to see it. Understanding Egypt's history is something we all want to do!

I looked up all the information that I could find about Tutankhamun before I went. I was very excited to see everything. I also found out about Howard Carter, who worked out how to find Tutankhamun in Egypt. It was very difficult for him, but he refused to stop trying and he finally discovered Tutankhamun in 1922.

"Our teacher was right," Alex said when we got home. "That exhibition taught us a lot about history." This was true: it was a good recommendation.

3 Are these sentences true (*T*) or false (*F*)?

1 *F* The teacher took the history class to an exhibition on Tutankhamun.
2 ☐ The things in the exhibition were all from museums in Egypt.
3 ☐ The exhibition opened in London and then moved to four other cities.
4 ☐ Andy didn't know about Tutankhamun before he went to the exhibition.
5 ☐ Howard Carter had many problems before he found Tutankhamun.

1 Choose the correct word

1 I *must* / *have to* remember to buy a new pen today.

2 You *can't* / *must* study for many years to become a doctor.

3 You *mustn't* / *don't have to* eat before you wash your hands.

4 My father *mustn't* / *doesn't have to* go to work today because it is a holiday.

5 You *have to* / *might* buy a ticket before you can go into the stadium.



2 Listen and complete the dialogue

Dina: What's the matter? You look tired.

Reem: I've been doing my maths homework all afternoon. **1** *However,* I find it difficult to **2** .... these problems.

Dina: Would you like me to help?

Reem: That **3** .... great. We have a test in a few days and I'm very **4** ....

Dina: Why? What's the problem?

Reem: The **5** .... is that I can't memorise so many rules.

Dina: I've always been interested in maths so **6** .... me see if I can help. Now, what's the answer to this one?

Reem: I think I can solve **7** .... Is it 25?

Dina: Well done!

3 Work in pairs. Use non-defining relative clauses to add information to these sentences

1 Our neighbour is very kind.

2 My favourite book is in the library.

3 The park is very nice.

4 The Pyramids are very old.



4 Listen and complete these words with the missing letters. Then listen again and repeat the words

*thr*ow	le.......	wi.......ill	co.......usion	wi.......urfing

Workbook pages 36-39

Black Beauty

by

Anna Sewell



Anna Sewell (1820–1878)

Anna Sewell was born in England in 1820. When she was a child, she had an accident which badly damaged her legs. After this she could not walk, but she learned to drive a horse and carriage. She loved the horses that helped her to travel around. She also helped her mother, who wrote children's books. Anna decided that she wanted to write, too. She wanted people to understand that looking after horses was important, so she wrote a book about the life of a working horse. In 1877, she wrote *Black Beauty*, and it has become one of the most popular books for children.

Black Beauty

Characters

People



Farmer Grey

Black Beauty's first owner



Squire Gordon

The first owner who Black Beauty works for



Mrs Gordon

Squire Gordon's wife



John Manly

A kind man who is Squire Gordon's helper



Joe Green

A boy who helps John Manly



Earl Smythe

A rich man who buys Black Beauty from Squire Gordon



Lady Smythe

Earl Smythe's wife



York

Earl Symthe's helper

Horses



Black Beauty

The black horse who tells the story



Merrylegs

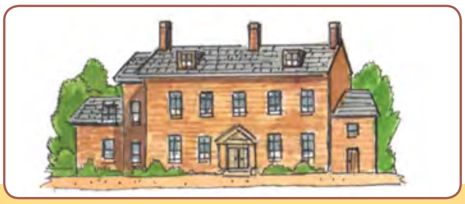
A short, fat horse who carries the children at Squire Gordon's



Ginger

Black Beauty's friend, who has had a difficult past

Places



Birtwick Park

The country home of Squire Gordon



Earlshall Park

The country home of Earl Smythe

Chapter 1 **My early years**

Before you read

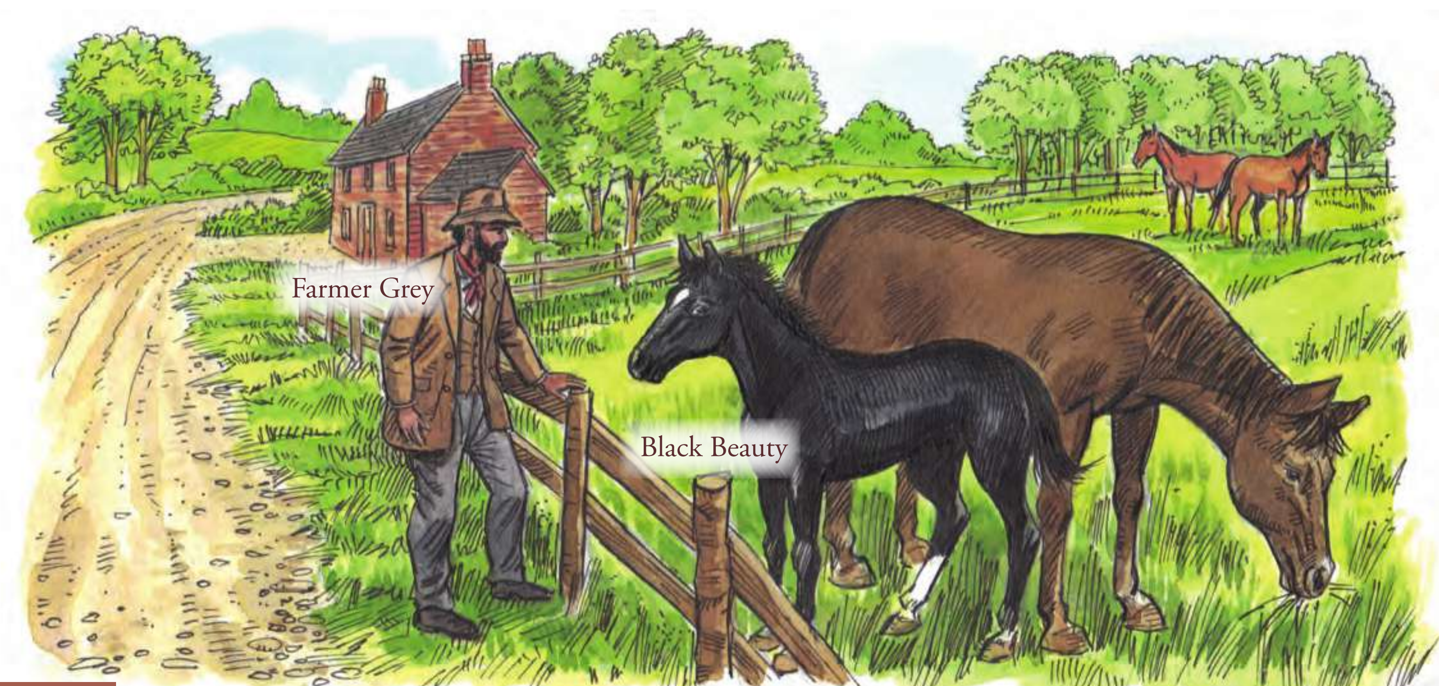
- Look at the picture. What do you think the story is about?

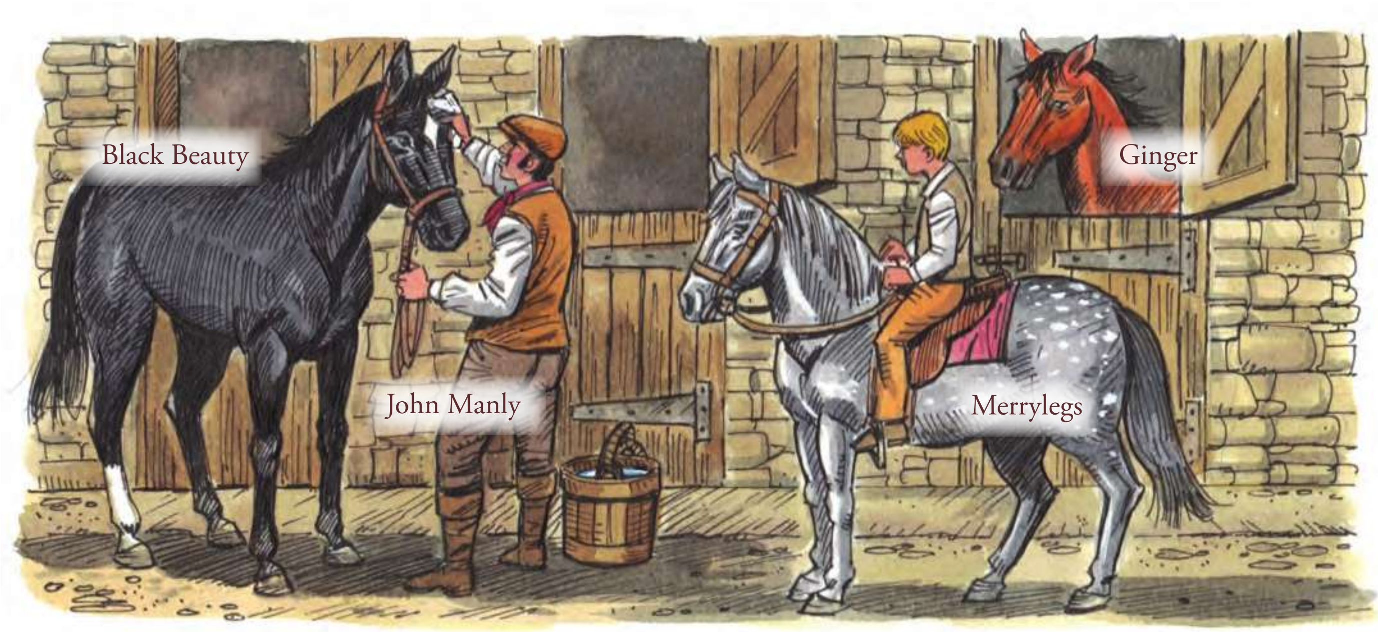
The first place that I can remember is a large field with a little **wood** at the top, where I lived with my mother and some other horses. A small river ran along the bottom of the field. If I stood at the gate to the field, I could see my **owner**'s house next to a road. The owner, Farmer Grey, was a good man. He gave us healthy food and he spoke to us as kindly as he spoke to his children.

There were other young horses in the field with me, but I was the youngest. I used to run with them, and have great fun. We used to have races, and when the biggest horses got too excited, they **kicked** and **bit** the horses next to them. One day, when my mother saw what was happening, she called me over to her.

"Listen to me. The horses in this field are all good horses, but they are not all like us. I don't think you have ever seen me bite or kick anyone. I hope that you'll grow up to be **gentle** and good. Never bite or kick, even when you are just playing a game."

I have never forgotten my mother's advice.





I grew into a tall, strong horse with a black coat, with one white foot and a white star on my head. I soon learned how to pull a **carriage**. Sometimes I pulled the carriage with my mother, and she helped me to learn what to do.

"The harder you work, the kinder people will be to you," my mother explained one day. "I hope you find a good owner. However, there are many kinds of men. Some are as good as our owner, but some are bad. We never know who might buy us. Sometimes people don't understand what a horse needs." I found out that my mother's words were very true.

When I was older, Farmer Grey decided to sell me to a new owner. His name was Squire Gordon and he lived in a big house in a place called Birtwick Park. It was a lovely place to live in, with large fields and comfortable **stables**.

Squire Gordon had a kind helper called John Manly who looked after me, and I soon became good friends with the other horses in the stables. One was a small, fat horse called Merrylegs. He was a **jolly**, gentle horse who was always making people laugh because of the way he walked. He carried the young children of the family. Another was Ginger, a tall horse with a sad face. Merrylegs told me that Ginger often bit or kicked because people were not nice to her in the past.

"Squire Gordon's children used to bring me apples and nice things to eat," said Merrylegs. "But when they knew that Ginger bit people, they became frightened and now they don't come to visit us horses any more. However, if people are kind to her she'll soon learn to stop biting," he explained.

The next day, Squire Gordon took me out around Birtwick Park.

"How is your new horse?" asked his wife when we returned.

"He is a perfect horse!" he said. "What shall we call him?"

"He is very **handsome**," his wife said. "Why don't we call him Black Beauty?"

"Yes, I like that!" said Squire Gordon. And that is how I got my name.



On some days, I worked with Ginger, pulling carriages. Although Merrylegs said that Ginger was sometimes **bad-tempered**, I found that she was **thoughtful**. She always worked hard so that I didn't have to pull the carriage any more than she did. We soon became good friends.

One day, when I was working with Ginger, she told me about the people she worked with in the past. None of them was kind and some of them were often **cruel**. She decided that she did not like people and did not want to do what they asked her to. The problem was that some people hit her hard when she refused to do what they wanted. That was when she started to kick and bite people. Then they wanted to sell her, and finally she arrived at Squire Gordon's.

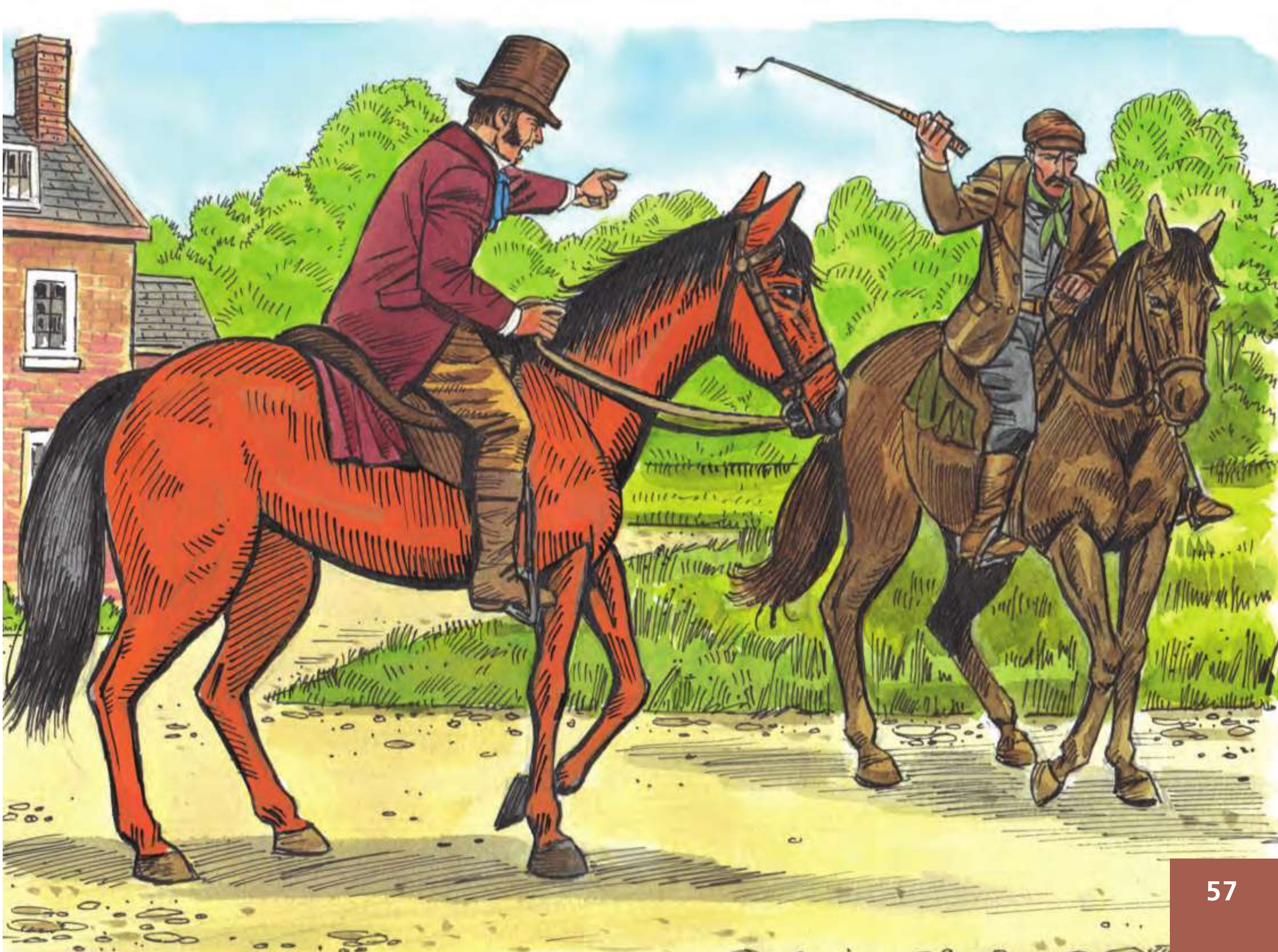
However, as time passed, Ginger understood that John and Squire Gordon were different from her other owners. They were always kind and gentle with their horses and she was happy to do what they asked, most of the time.

Then one day, she saw something that showed her that some people could be good. Squire Gordon was riding her when they passed a man who worked for Squire Gordon. The man was angry with his horse and hit it hard to make it go faster. Squire Gordon did not like this.

"I've never seen a man who was so unkind to a horse," he cried. "No horse will do what you want by hurting it! The people who work for me must understand that a horse is not a machine!"

Ginger now began to **respect** Squire Gordon. After this, she decided she would not bite or kick people any more.

"She'll be as good as Black Beauty soon," said John. "All she needed was for people to be kind to her."





One day, I was surprised when John brought Merrylegs back to the stable and said, “Don’t do that again, Merrylegs, or you’ll be in trouble.”

“What did you do?” I asked him. I was very surprised, because Merrylegs always **behaved** so well.

“Oh, I didn’t do much,” said Merrylegs. “I wanted to give the boys a lesson, so I threw them on the **ground**.”

“What?” I said, very surprised. “But you are always so careful with the children!”

“Of course I am,” he said. “I would never hurt the girls or the little children. But the older boys need a lesson sometimes,” he continued. “They think that a horse is like a machine, which can continue for hours without a rest. They never think that I can feel tired. So I stopped. When I did not continue, they hit me with a stick. Then I threw them off. They need to learn how a horse feels.”

“Why didn’t you kick them?” said Ginger.

“No, I would never do that. I threw them off because I knew it would not hurt them. If I kicked the boys, I would be sold to some unkind person who would hit me all the time. We must always remember what a good place we live in.”

Chapter 2 **Difficult journeys**

Before you read

- What do you think would happen if someone smoked a cigarette inside a stable?

One morning, I was put into a small carriage to take Squire Gordon and John on a long journey for the Squire's business. I liked pulling this carriage because it was very light and easy to pull. It was raining when we left and it was also windy, with many leaves blowing across the road.

On our journey we crossed a **bridge**, and I saw that the water of the river was really high. Many of the fields that we passed were **flooded** and sometimes I had to pull the carriage through water on the road.



When we got to the town, I had a good rest while Squire Gordon did his work. We started to go home late in the afternoon, and now there was a real storm. I heard the strong wind blowing through the big trees that we passed.

"I will be happy when we are out of the wood," said Squire Gordon, and as soon as he said this, a big tree suddenly fell across the road in front of us with a loud **CRASH!**

"That was close!" said John.

"What can we do?" asked Squire Gordon.

"We can't go forward," said John. "I think that we'll have to go back home a different way."

So we went back along a different road. It was longer and when we got to the bridge, it was dark. We started crossing the bridge, but I felt that something was wrong, so I stopped.



"Come on, Beauty!" said Squire Gordon, who tried to make me cross the bridge.

"There's something wrong," said John. "What's the matter, Beauty?"

I knew that the bridge was not safe, but I could not tell him. Then we heard a man **shout** from the other side of the bridge.

"Stop!" he called. "The bridge is broken in the middle. If you continue, you will fall into the river!"

"I see," John replied. "Thank you, sir!"

"And thank you, Black Beauty!" called Squire Gordon. "You saved us!"

We had to take another road home, but the wind was less strong. At last we saw the gates of Birtwick Park.

I was very pleased to be home and enjoyed my evening food because I was very tired.

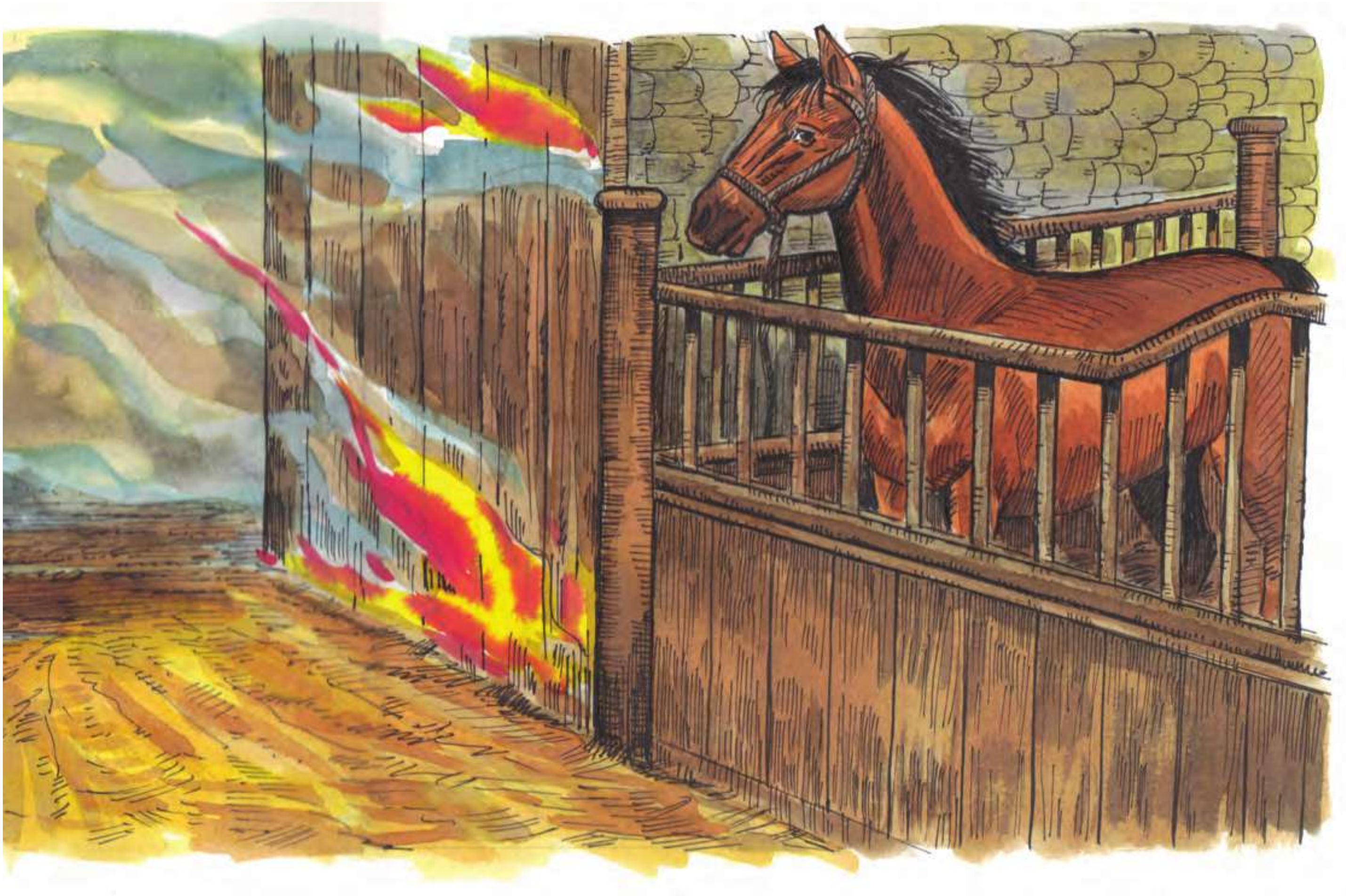




A few weeks later, Squire Gordon and his wife decided to visit some friends who lived about sixty kilometres from my home. They drove Ginger and me about thirty-five kilometres on the first day. We stopped often before we reached the town where we would stay for the night at an **inn**. Ginger and I were fed and brushed. We were ready to go to sleep when another horse arrived. His young rider smoked a cigarette while his horse was brushed.

I don't know how long I slept, or what time it was when I woke up. I felt uncomfortable although I did not know why. I heard Ginger **coughing** and I saw that the air was filled with smoke. Then I knew that there was a fire.

A man appeared with a **lantern** and tried to take the horses outside. We could see that he was **worried** and this frightened us even more. None of us wanted to leave although we knew we were in danger. What would happen to us? We did not want to go anywhere. Then John arrived.



“Come on, my beautiful horses, wake up please. It’s time to go.” He spoke softly and was so gentle with me that I stopped feeling frightened. I slowly followed him out of the building and away from the fire. When I saw that I was safe, I called out for the other horses to leave. Ginger later told me that I had saved her.

By now the fire was bigger and, just as John led Ginger away from the fire, the building **collapsed**. Finally, some firefighters arrived to try to put out the fire. After many hours, the fire was no more.

When we arrived at the house of Squire Gordon’s friends the next evening, everyone was talking to John.

“It is one of the hardest things in the world to move horses when there is a fire,” said Squire Gordon’s friend. “What you did to help them was amazing.”

Chapter 3 **Joe Green's lesson**

Before you read

- What do you think Ginger would do if people were unkind to her?

When we returned to Birtwick Park, we heard that John was to have a new helper. His name was Joe Green and he was fourteen years old.

"Are you sure you don't need someone who is older than this?" asked Squire Gordon.

"No, Sir," said John. "Joe is small, but he wants to learn and he is a hard worker. I was the same age when I started here. I had no family, but you looked after me as well as any parent. Now I live here with a good job and a good living. It is only right that I do the same to this new boy, Joe Green."



In the next few weeks, Joe learned to sweep the floor, bring in the food and wash the carriages. He was too small to brush Ginger or me, so he practised on Merrylegs. He was a happy boy who was always singing.

However, it was not always a happy time. One day, something happened that stopped Joe singing for some time.



John woke me up one morning when it was still dark. Almost before I could open my eyes, he was riding me past the house.

"Ride as fast as you can!" called Squire Gordon, who was standing by the door with a lantern in his hand. "Take this note to Dr White. My wife is very ill! When you find the doctor, Black Beauty can rest at the inn."

"Yes, Sir!" cried John and he rode me as quickly as he could through the village and out along the river. We went through another village, through a dark wood, up and down hills, until at last we came to the town. Everything was quiet and everyone was sleeping. Finally, we arrived at Dr White's house.

John knocked loudly on the doctor's door.

"Mrs Gordon is very ill. You must come now," said John, passing the doctor the note.

"I will come at once, but I have a problem. My son has taken my horse and I do not have another. Can I ride yours?"

"He's very hot because he has run all the way here. But I think it's the only way to save Mrs Gordon. I'll stay here and you can ride Black Beauty."

It is hard for me to describe the journey back. The doctor was heavier than John and not such a good rider. I had almost no energy when we finally arrived back at Birtwick Park. The doctor ran into the house, and young Joe took me inside. All my hair was wet and I felt so hot.

Poor Joe was young and he did not know what to do. A horse who has just run a long way needs to stay warm and drink warm water. It is a dangerous time for the horse, so someone should stay and watch him, too. Joe did not do this. He did not put a warm blanket on me because I was hot, and then he gave me cold water to drink, before he went away and left me **alone** in the stable.

I began to feel very cold. All my body **ached**. I lay down and tried to sleep. When I woke up, John was at my side. It was difficult for me to breathe. He covered me with blankets and gave me some hot water. He then stayed with me night and day. Squire Gordon also came to see me.

"Poor Black Beauty! You saved my wife's life, and now you are as ill as she was." Although I was ill, I was happy to hear that she was well again.

Young Joe Green was very unhappy. He knew that I was ill because he did the wrong things that night. **Luckily**, I became well again in a few days, but I knew that John was angry with Joe.





A few weeks later, Joe took me out to take a message to a neighbour. On the way home, we passed a carriage that was full of heavy metal **bars**. It was taking them to a nearby factory. The **wheels** of the carriage could not move because the carriage was so heavy and there was thick mud on the road. Two horses were trying to pull the carriage, but they could not. The driver was hitting them hard with a **whip**.

"Stop, please," said Joe. "The wheels will not move in this mud."

"Be quiet," said the driver **rudely**.

"I can help you take some of the metal from the carriage, then it will move," said Joe.

"Go away," said the driver. "I know what I'm doing." He continued to hit the horses.

Joe quickly rode me to the factory and found the manager. Joe told him what the man was doing.

"Thank you, Joe," said the manager. "I'll **deal with** the man. Will you tell the police what you saw?"

"Yes, I will!" said Joe.

The manager went to find the carriage with the metal and Joe went home. He told John what happened.

"You did the right thing," said John.

We heard later that the police asked Joe about what he had seen. Joe explained very well and when the police saw the poor horses, they sent the driver to **prison** for two or three months.

I was happy to see the change that came over Joe. He learned from his mistakes to become a very good worker. John was now very pleased with him.

"You look taller than you did last week!" said John.

Soon Joe was singing happily again every day.

However, Mrs Gordon became ill again in the years that followed. The doctor said that she should live in a warmer **climate**. We heard that Squire and Mrs Gordon were going to leave England. Everybody was very sad.

All Squire Gordon's horses were sold to new owners. Ginger and I were the last horses to leave Birtwick Park and one morning, we took Squire Gordon and his wife to the railway station. We never saw them again.

Ginger and I found out that we were going to live at Earlshall Park, the home of a rich **Earl** called Smythe. John took us there the next day and told the new helper, a man called York, that we were the best horses they could have. Then John left, too. I felt very sad to see him go. I did not realise that my new home with Earl and Lady Smythe would bring new difficulties for Ginger and me.





Chapter 1 My early years

1 Choose the correct definitions from a, b, c or d

1 *owner*

a an important person **b** a person who has something because they bought it

c a cruel person **d** a person who can't travel

2 *wood*

a a field **b** a plant **c** flower **d** an area of trees

3 *carriage*

a something with wheels that a horse pulls **b** a large house

c a bus **d** a small horse

4 *kicked*

a hit something with your foot **b** jumped very high

c hit something with your hand **d** ran quickly

5 *handsome*

a cruel **b** old **c** nice to look at **d** kind

6 *respect*

a dislike **b** describe **c** use

d admire someone because of their knowledge, skill etc.

2 Answer the following questions

1 Who was Farmer Grey? ....

....

2 Why did Ginger often bite or kick people? ....

....

3 Why did Squire Gordon and his wife call the horse Black Beauty?

....

3 Are these sentences true (*T*) or false (*F*)?

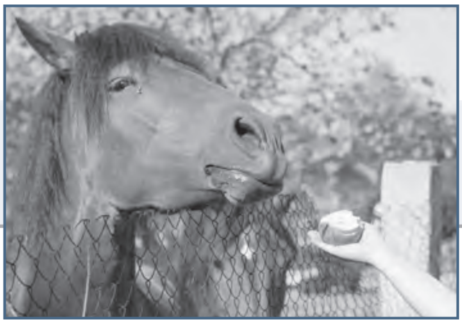
1 [*F*] At first Black Beauty didn't live with other horses.
2 [ ] Black Beauty's first owner was good to the horses.
3 [ ] Black Beauty had one white foot.
4 [ ] Black Beauty's mother said that all men understand horses.
5 [ ] Merrylegs usually carried young women because he was very big.
6 [ ] Ginger did not like people because they were not kind to her.
7 [ ] Squire Gordon did not like the way a man was hitting his horse.
8 [ ] Ginger learnt that not all people were unkind.

4 Match the items in column A with those in column B

A	B
1 Farmer Grey gave	**a** Black Beauty at Birtwick Park.
2 Black Beauty's mother told him	**b** a thoughtful horse.
3 John Manly looked after	**c** healthy food to his horses.
4 Squire Gordon's children used to bring	**d** the boys on the ground.
5 Ginger was	**e** because he didn't want to hurt them.
6 Merrylegs threw	**f** a very good place to live.
7 Merrylegs didn't kick the children	**g** apples to Merrylegs.
8 Birtwick Park was	**h** to be gentle and good.

5 Read the quotation and answer the question

"No horse will do what you want by hurting it! The people who work for me must understand that a horse is not a machine!"



In what ways are working animals better or worse than machines?

....

6 Answer the following questions

1 Why do you think that horses were so important in the nineteenth century when *Black Beauty* was written?

....

2 Why do you think that people were not nice to Ginger in the past?

....

3 What do you think people should do with horses that bite or kick?

....



Chapter 2 Difficult journeys

1 Match the words with the definitions

1 [c] flooded
2 [ ] crash
3 [ ] shout
4 [ ] led
5 [ ] collapsed
6 [ ] inn
7 [ ] fed
8 [ ] incredible

a took someone to a place
b fell down suddenly
c covered in water
d a small hotel
e speak very loudly
f amazing
g a loud noise when something breaks
h given food

2 Put the events in the correct order

a [ ] On the way home, a big tree suddenly fell down across the road.
b [ ] John asked, "What's the matter, Beauty?"
c [1] Black Beauty took Squire Gordon and John on a long journey.
d [ ] Black Beauty stopped on the bridge.
e [ ] They got home safely to Birtwick Park.
f [ ] They drove back along a different road until they reached the bridge.
g [ ] During the journey, there was a lot of rain and wind.
h [ ] A man shouted from the other side of the bridge.

3 Answer the following questions

1 Why did Black Beauty stop on the bridge?

....

2 Why did Squire Gordon try to make Black Beauty cross the bridge?

....

3 How did Squire Gordon feel when he found out that the bridge was broken?

....

4 Choose the correct answer from a, b, c or d

1 Squire Gordon and his wife decided .... about sixty kilometres away.

a to go to work　**b** to visit some friends

c to go for a walk　**d** to move house

2 At the inn, Ginger and Black Beauty were ....

a fed and brushed　**b** given water

c washed　**d** taken into the town

3 In the middle of the night, Black Beauty woke up and saw that ....

a Ginger was anxious　**b** Squire Gordon was in the stable

c the air was filled with smoke　**d** a man was smoking a cigarette

4 Black Beauty .... because John spoke so softly to him.

a knew that the building was on fire　**b** jumped very high

c ran into the inn　**d** stopped feeling frightened

5 Ginger told Black Beauty that ....

a John had a lantern　**b** she was frightened

c he had saved her　**d** the building collapsed

6 Squire Gordon's friends respected John because ....

a it is very hard to move horses when there is a fire

b Black Beauty was safe　**c** the firefighters put out the fire

d he talked to them

5 Read the quotation and answer the question

"Come on, my beautiful horses, wake up please. It's time to go."

Why was this the correct way to talk to Black Beauty during the fire?

....

6 Write a paragraph about a time when you were frightened. How did you feel? What helped you?

....

....

....

....

....

....



Chapter 3 Joe Green's lesson

1 Match the words with the definitions

1 [b] Earl
2 [ ] wet
3 [ ] ached
4 [ ] wheel
5 [ ] village

a felt pain
b an important man in Britain
c a round thing which moves along the ground under a car or a bicycle
d a place where there is a group of houses
e covered in water

2 Are these sentences true (*T*) or false (*F*)?

1 [T] John's new helper was a boy called Joe Green.
2 [ ] Joe was sixteen years old.
3 [ ] Joe learned to sweep the floor and wash the carriages.
4 [ ] John rode Black Beauty to Dr White when Squire Gordon was ill.
5 [ ] Dr White rode Black Beauty back to Birtwick Park.
6 [ ] John Manly was a better rider than the doctor.
7 [ ] Joe gave Black Beauty a blanket and warm water.
8 [ ] Joe was very unhappy and John was angry with him.

3 Put the events in the correct order

a [ ] The driver was hitting the horses with a whip because they could not pull the carriage in the mud.
b [ ] Joe asked the driver to stop hitting the horses.
c [ ] The driver of the carriage went to prison for two or three months.
d [ ] They passed a carriage of heavy metal bars on the road.
e [ ] The driver did not stop so Joe rode to the factory and spoke to the manager.
f [1] Joe took Black Beauty out to take a message to a neighbour.
g [ ] John told Joe that he had done the right thing.

4 Answer the questions

1 Why did John ride Black Beauty as fast as he could to the town?

....

2 What happened to Black Beauty when he got back home?

....

3 What did Joe do wrong?

....

4 When did Joe become happy again?

....

....

5 Why did Squire Gordon sell his horses?

....

....

6 Who is York?

....

....



5 Read the quotation and answer the questions

"I was the same age when I started here. I had no family, but you looked after me as well as any parent."

1 Why was John happy to have a helper who was fourteen years old?

....

2 Do you think that fourteen is too young to learn to do a job? Why? / Why not?

....

....

6 At the end of Chapter 3, Ginger and Black Beauty are moving to Earlshall Park. What do you think life will be like for the horses there? Write a paragraph about what you think will happen next in the story

....

....

....

....

....

....

Black Beauty Glossary

Chapter 1

bad-tempered	(adj)	easily annoyed
behave	(v)	to do or say things in a particular way
bite	(v)	crush something with your teeth
carriage	(n)	a vehicle with wheels that is pulled by a horse
cruel	(adj)	want to make people feel sad or angry
gentle	(adj)	careful not to hurt or damage anyone or anything
ground	(n)	the surface of the earth
handsome	(adj)	attractive
jolly	(adj)	happy and cheerful
kick	(v)	to kick or move something with your foot
owner	(n)	a person who owns something
respect	(v)	to admire/like someone because of their knowledge, skill, and so on
stable	(n)	a building where horses are kept
thoughtful	(adj)	kind and always thinking of things you can do to make other people happy
wood	(n)	a material made from trees

Chapter 2

bridge	(n)	a structure [road] built over a river so that people can cross it
collapse	(v)	to fall down suddenly
cough	(v)	to make air come out of your throat with a sudden short sound because you are ill
crash	(v)	to have an accident in a car, plane, etc.
flood	(v)	to cover a place with water, or to become covered with water
inn	(n)	a small hotel, especially one in the countryside
lantern	(n)	a type of lamp you can carry, consisting of a glass or metal container with a light inside
shout	(v)	to say something very loudly
worry	(v)	to keep thinking about a problem or about something bad that might happen, so that you cannot relax or feel happy

Chapter 3

ache	(v)	to feel very painful
alone	(adj)	not with other people
bar (of metal)	(n)	a small block of something solid
climate	(n)	the typical weather conditions in an area
deal with	(v)	to take the correct action or to find an answer to a problem
earl	(n)	a man with a high social rank in Britain
luckily	(adv)	having good luck
prison	(n)	a building where criminals are kept as a punishment
rude	(adj)	speaking or behaving in a way that is not polite
wheel	(n)	one of the round things under a car, bicycle, etc, that turns on the surface of the ground when it moves
whip	(n)	a long, thin piece of leather or rope with a handle, used for making animals move faster or for hitting people as a punishment

Word list

a

ability 4
able to 5
activities 1
addition (in addition) 7
adult 9
adventure 2
afraid (I'm afraid that) 8
afterwards 3
assistant 1
athlete 5
award 4

b

balance 8
bazaar 1
blind 9
body 8
both 5
breathing (n) 8
breeze 3
brochure 1

c

carer 2
celebrate 3
championship 7
character 2
child 5
cleaner 6
clever 4
communicate 9
computer programming 5
concert 3
conclude 3
conclusion 3
control 8
costume 3
court (tennis) 7

d

data 4
deaf 9
decorate 3
description 2
detective 2
develop 4
directions 1
dot 9
during 9

e

ebook 4
either 5
emphasise 6
engineering 4
entertain 6
essential 4
expert 4

f

fantastic 6
feelings 2
festival 3
focus on 4
free 3
furthermore 7

g

genius 5
go back (return) 9
gram 7
graph 4
guidebook 1

h

hand out 9
hardworking 4
hire 1
historical 2
hold (a festival) 3
honest 7

i

inside 7
intelligence 8
intelligent 5
inventor 6
invitation 9
invite 5

j

judo 7

l

lantern 3
lawn mower 6
level (of success) 5
light (n, v) 1
likely 4
look up 9

Irregular Verbs

present	past	past participle
am/is/are	was	been
become	became	become
begin	began	begun
blow	blew	blown
build	built	built
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have/has	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
light	lit	lit
lose	lost	lost
make	made	made

present	past	past participle
meet	met	met
put	put	put
put out	put out	put out
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
الإدارة المركزية لشئون الكتب

New Hello!

English for Preparatory Schools

First Term 1

الفصل الدراسي الأول

Year Three

Workbook

Matthew Hancock

Contents

Check your English!

1 Listen and choose the correct answer from a, b, c or d

1 Where are the girls?
a in a classroom **b** in the gym **c** in the changing rooms **d** at home
2 What is their second lesson today?
a English **b** maths **c** history **d** P.E.
3 What does the girl want to take to the office?
a her homework **b** a letter **c** a book **d** some paper
4 Where is the office?
a next to the changing rooms **b** at the end of the corridor
c next to the library **d** next to the gym
5 When will they go to the office?
a at break **b** after break **c** now **d** before break

2 Complete the following dialogue

Guide: This is the building **1** .... a famous king lived. His name was …
Tourist: I'm sorry to **2** ...., but can I ask a **3** ....?
Guide: Yes, of course.
Tourist: Has this area always **4** .... a desert?
Guide: Yes, it has. Now, **5** .... was I?

3 Supply the missing parts in the following mini-dialogues

a **Girl:** ....
Salma's mother: I'm sorry, Salma isn't here at the moment. Can I take a message?
b **Ali:** I'd like to play tennis but I'm very bad at it.
Tarek: ....
Ali: All right. I'll play.
c **Hala:** Have you met my cousin Randa?
Samia: Hello, it's nice to meet you, Randa.
Randa: ....

4 Read and correct the underlined words

1 That is the boy <u>when</u> won the competition.

....

2 My uncle <u>has written</u> an email yesterday.

....

3 Have you been ever to the desert?

....

4 I haven't finished my homework already.

....

5 Amal has lived in that house since 20 years.

....

6 Did your grandfather used to work in a bank?

....

7 It was been raining all day today, so the garden is very wet.

....

8 Walid said that he enjoys the film yesterday.

....

9 If it is warm tomorrow, we went to the beach.

....

10 Rice isn't grow in England.

....

5 Choose the correct answer from a, b, c or d

1 The train to Cairo .... at eight o'clock.

a leaves **b** leaving **c** leave **d** going to leave

2 This hat .... in England.

a made **b** make **c** was made **d** making

3 How .... clouds formed?

a is **b** am **c** be **d** are

4 If you run in the middle of the day, you .... very hot.

a been **b** will be **c** were **d** be

5 All children .... to go to school.

a have **b** must **c** has **d** can

6 My sister told me that it .... raining.

a has **b** was **c** be **d** will

7 Gamal has got .... new camera.

a a **b** the **c** – **d** an

8 People .... have about eight hours' sleep a night to be healthy.

a should **b** can't **c** won't **d** would

9 What have you .... doing this morning?

a are **b** were **c** been **d** be

10 I live in the city now, but I .... in a village.

a used to **b** use to live **c** live **d** used to live

11 The .... says that we have maths and then English and social studies.

a table **b** timetable **c** clock **d** keyboard

12 It is dangerous to walk on that road because there is no ....

a traffic **b** ground **c** pavement **d** car

13 This site is very ....: it is about 3,000 years old.

a ancient **b** fossil **c** skeleton **d** new

14 Who won the football .... between Morocco and Tunisia?

a pool **b** match **c** fort **d** sport

15 Alia is my ....: she lives in the flat next to mine.

a neighbour **b** hero **c** parent **d** uncle

16 It is usually very .... in the desert. You can't hear anything.

a unusual **b** quiet **c** historical **d** noisy

17 What do you .... to eat in this restaurant, the fish or the meat?

a accept **b** repeat **c** observe **d** recommend

18 He wrote a fantastic story. That is a great ....

a discovery **b** achievement **c** award **d** opinion

19 The sheep was ill so they took it to see a ....

a vet **b** patient **c** landlord **d** detective

20 When it is very hot and sunny, you should wear sun ....

a shine **b** hat **c** cream **d** shadow

6 Read the information about food in ancient Egypt and answer the questions

We all know that the ancient Egyptians built amazing pyramids and invented many things that we use today. But what did they use to eat?

Archaeologists have discovered ancient recipes for bread. This was probably eaten with vegetables, eggs and perhaps fruit and honey. It was usually cooked in the ashes of open fires.

People ate the same fruit and vegetables that are grown by the Nile today. Onions were probably used as a medicine. Most people probably ate small birds and fish. Milk and cheese were also eaten. Only the rich people ate meat from larger animals, although meat was probably eaten on special days even by poor people. Archaeologists now think that their diet was so good that it helped ancient Egypt to become successful and powerful.

1 Why do you think most people only ate small birds and fish?

....

2 What helped ancient Egypt to become successful and powerful?

....

3 We know the ancient Egyptians ate bread because people have found ....

a recipes for bread
b pictures of bread
c pieces of bread
d sandwiches

4 How did the ancient Egyptians cook bread?

a in kitchens
b in fires
c in ashes
d They did not cook it.

5 What does the underlined pronoun it refer to?

a ancient Egypt
b ancient Egyptian fire
c ancient Egyptian food
d pyramid

7 Write a paragraph of six sentences on different forms of communication.

....

....

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UNIT 1

Module 1

Visitors to Egypt

1 Match the words and their meanings

1 [*e*] bazaar
2 [ ] police station
3 [ ] snorkelling
4 [ ] tourist information centre
5 [ ] youth hostel

a an office where you can find out about a city or an area
b an inexpensive place where young people can stay when they are travelling
c an office for people who catch thieves
d swimming with equipment so that you can breathe with your head in the water
e a market or a group of shops

2 Complete the table using these words

~~fishing~~ **sailing** **scuba diving** **snorkelling** **swimming** **windsurfing**

Sports you can do on the water	Sports you can do in the water
fishing	

3 Complete the advice with should or shouldn't

1 When you go diving, you *should* tell people where you are going.
2 You .... swim too far from the boat.
3 You .... stay under the water for too long.
4 You .... look out for dangerous sharks.
5 You .... go diving if the weather is bad.



4 Write a paragraph about what you should do to help your parents at home

....

....

....

....

1 Choose the correct answer from a, b, c or d



1 An .... is a person who helps in a shop or in a ticket office.

a assistant b owner c archaeologist d actor

2 If you do not know how to find a building, you can ask for ....

a discoveries b detectives c directions d diagrams

3 Many tourists use a .... to learn about a city's history and places to visit.

a camera b bookshop c guidebook d ticket

4 You need a .... when you visit another country.

a passport b tourist c bazaar d brochure

5 The restaurant that your cousin told us about was a very good .... We loved it!

a recipe b recommendation c souvenir d advice

2 Complete the dialogue

best place	I recommend	~~Is there~~	suggest that
suggest that we	the best	You can	advise

Tourist: Excuse me. **1** ..Is there........a good place to go windsurfing near here?

Assistant: The **2** .... to go windsurfing is South Beach. There is more wind there than here.

Tourist: What's **3** .... way to get to South Beach?

Assistant: **4** .... take a bus. They go every 30 minutes.

Tourist: Do you **5** .... us to go in the morning or the afternoon?

Assistant: **6** .... that you go in the afternoon. The winds are better then.

Tourist: Where do you **7** .... stay at South Beach?

Assistant: I **8** .... you look at this guidebook. It recommends many good hotels.

3 Write a paragraph about what you like to do when you visit a beach

....

....

....

....

....

....

1 Write the correct part of speech for the underlined words below

1 When you need help, you can ask at the tourist information centre. ...*noun*..........
2 We worked for two hours, and then we took a break. ....
3 You shouldn't question your parents too much. They are usually right! ....
4 They will tour through many of Egypt's best ancient sites. ....
5 She plays tennis very well. ....
6 What time does it become light in the morning? ....

2 Read and correct the mistakes in this email

Dear Hassan,

1 I'm very happy to hear that you are going to visit England on the summer.
I'm very happy to hear that you are going to visit England in the summer.

2 I advice that you first visit London.
....

3 You should to find some good youth hostels to stay in.
....

4 The best place try to tradition English food is at a food market.
....

Have a great time!

Tom

3 Write an email recommending places for a tourist to visit

- Think about places a tourist might want to visit in your area.
- What activities do you recommend?
- Can you give any other piece of advice, for example, clothes to wear or things to bring?

Remember to use *should / shouldn't* and expressions of recommendation.

....
....
....
....
....
....
....



UNIT 2

Books and reading

1 Complete the sentences

detective ~~**historical**~~ **review** **title**



1 This is a *historical* story about the pharaohs in ancient Egypt.

2 A .... helps the police in their work.

3 The .... of the book you are using is *New Hello!*

4 I want to see that film because the .... in the newspaper says that it is very exciting.

2 Read and correct the mistakes in these sentences

1 There are least English cars than Korean cars in Egypt.

There are fewer English cars than Korean cars in Egypt.

2 1.6 litres is the fewest amount of water that women should drink every day.

....

3 There are very less people who live in the west of Egypt.

....

4 The tour guide said that ten is the less number of tourists she can take on the boat trip.

....

5 The hotel was noisy, so they had few sleep last night.

....

6 Very little people have travelled to the deepest parts of the sea.

....

3 Answer the questions

1 Which weighs the least, air, water or soil? ....

2 What is the least time you have spent doing your homework?

....

3 Do few tourists visit your area, or do many tourists visit it?

....

1 Match the words and their meanings



1 [b] adventure
2 [ ] character
3 [ ] weak
4 [ ] summary
5 [ ] tremble

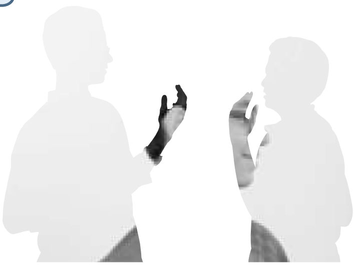
a text that gives the most important information about something
b something unusual, exciting and maybe dangerous
c a person in a book, play, film, etc.
d shake a little when you are afraid, worried or excited
e not strong

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Not many people like historical novels. (few)
Few people like historical novels.
2 I would like to read this detective story, but I don't have much time. (little)
....
3 Rodayna has more books in her bag than Malak. (fewer)
....
4 I don't have as much interest in adventure stories as I do in mysteries. (less)
....

3 Complete the dialogue

excited	don't	feel	~~film~~	How	make



Hazem: Did you like the **1** *film*?
Munir: No, I didn't understand it.
Hazem: Did the film **2** .... you feel frightened?
Munir: Some of it did. It also made me feel sad.
Hazem: How did you **3** .... when Ahmed returned from the desert?
Munir: I didn't understand. Why was Taha so **4** .... to see him?
Hazem: Ahmed was his brother. He last saw him ten years ago!
Munir: I didn't know that he was his brother!
Hazem: **5** .... do you feel about the film now that you know this?
Munir: I understand it now. I **6** .... feel sad!

4 Write a paragraph about your favourite Egyptian writer

....
....
....
....

1 Complete the sentences using the correct form of the words in brackets

1 Mazin's mother is a carer (*care*). She helps people who are very old.

2 There were eggs in the box, so we were very .... (*care*) with it.

3 Ahmed drove very .... (*care*) after he passed his driving test.

2 Choose the correct words to complete the book review

You have heard of the writer, Daniel Defoe, **1** *don't* / *haven't* you? One of my favourite **2** *novels* / *characters* by Daniel Defoe is a book called *Robinson Crusoe*. It is about a boy who wants to become a sailor. When he grows up, he travels to many countries and has many **3** *adventures* / *troubles*. His boat sinks and he lives for many years on **4** *an island* / *a valley*. I liked the **5** *describe* / *description* of how he finds food and a place to live. Finally, Crusoe meets some other people and returns to England. Some of the story **6** *did* / *made* me feel sad, but at the end I felt happy. It was a very **7** *enjoyed* / *enjoyable* story and the **8** *characters* / *experts* are wonderful.



Daniel Defoe

3 Write a book review



- Choose a book you like or know well.
- Write a short description of the story.
- Say which parts of the story you like or don't like.
- Say how the book makes you feel.

Remember that in a review, it is important to include your opinion.

....

....

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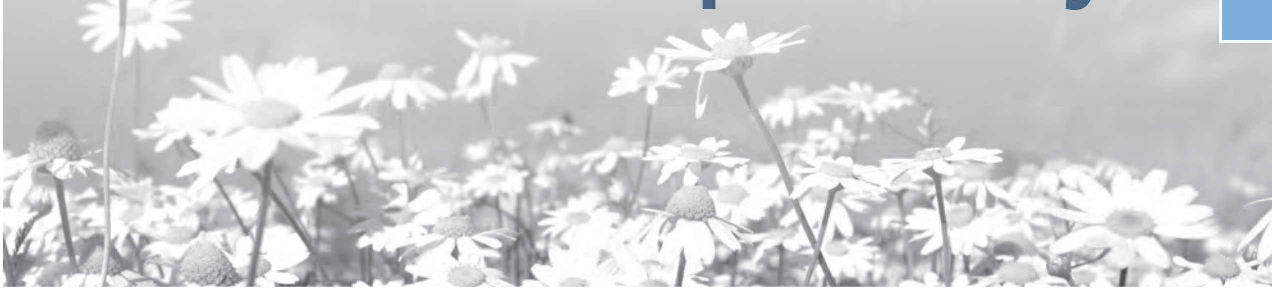
....

....

UNIT 3

Module 1

Festivals and special days



1 Complete the sentences

~~celebrate~~ festival free special represents

1 When do people *celebrate*........ new year in your country?

2 Many countries have a .... when it is the start of spring.

3 The teacher asks the children what "%" ....

4 Sham el-Nessim is a .... day for all of us.

5 You do not have to pay to go into the museum. It is ....

2 Read and correct the mistakes in these present passive sentences

1 Coats worn in winter. *Coats are worn in winter.*..

2 Oranges is grown in hot countries. ....

3 Spring is celebrate all over the world. ....

4 Jam is keeping in that cupboard. ....

5 Many photos are took of the Pyramids every day. ....

3 Complete the text using the present passive or past passive form of the verbs in brackets

In the past, fish **1** *was caught*..... (*catch*) every day. Then it **2** .... (*take*) to the markets where people could buy it. Later, fish **3** .... (*put*) into cans which could **4** .... (*sell*) in shops for many months. Today, a lot of the fish that we buy **5** .... (*froze*) on the day it **6** .... (*catch*).



1 Answer the questions

1 What kind of food can you *preserve* with salt?

....

2 Are *costumes* clothes that you wear every day or clothes that you wear for special days?

....

3 Do you use *lanterns* to see at night or to keep warm during the day?

....

4 Is *midnight* the minute after 11.59 a.m. or the minute after 11.59 p.m.?

....

5 Are there many or a few people in a *parade*?

....

2 Complete the sentences with words from exercise 1

1 The children wore historical *costumes* for the school play.

2 Many people like to freeze food to .... it.

3 At ...., there were fireworks to welcome the new year.

4 We walked up the street in a .... to celebrate the start of spring.

5 There was no electricity on the farm, so the farmer used .... so that he could read.

3 Complete the text about Thanksgiving Day in Canada

Afterwards   At   Next   next day   ~~of all~~

First **1** *of all*.........................., a large bird and special food are bought at the shops and cooked. **2** .... we play or watch a game of American football. **3** ...., many people go on a parade, with balloons and music. **4** .... dinner, we eat the bird and say thank you for all the good things in our life. The **5** ...., we give money or food to poor people.





1 Write a sentence to conclude this article

At Chinese New Year, people usually clean and decorate their houses. Relatives meet to have a special meal and after dinner, children are given money in red envelopes. Then there are fireworks at midnight.

....

....

2 Put these sentences in the correct order

Hi Mona,

You asked me to tell you what my brothers and I do on Mother's Day in England.

a ☐ At dinner, we give her a small present or some flowers.

b ☐ After we come home from our grandparents' house, we make Mum a cup of tea.

c ☐ Afterwards, we give her our card before we go to our grandparents' house.

d [1] First of all, we make Mum a card to thank her for all the things she has done for us.

e ☐ Next, we make her a nice breakfast.

My mother always likes Mother's Day!

Best wishes,

Olivia

3 Write an email about a special day



- Why is this day celebrated?
- What do you usually do on this day?
- Do you eat any special food?

Remember to use sequencing words and write a conclusion.

....

....

....

....

....

....

....

....

....

....

....

Practice Test 1a

A Language Functions

1 Finish the following dialogue:

Heba is going to meet her friends today.

Mother: What are you going to do with your friends today?
Heba: We want to have a picnic but we don't know where to go.
1 ....?
Mother: Garden Park is a nice place for a picnic.
Heba: Yes, it is. What can I take for the picnic?
Mother: **2** ....
Heba: That's a good idea. Do I need my hat today, Mum?
Mother: **3** ....The sun is very strong today.
Heba: **4** ....?
Mother: Early in the morning. That's when the sun is not too hot.
Heba: I'll take your advice and wake up early, then!

2 Write what you would say in each of the following situations:

1 You drop a glass on the kitchen floor. Your younger sister walks into the room.
....

2 A friend asks you what you thought of a scary film that has just finished.
....

3 You tell a friend what you did last Saturday at midday.
....

B Reading Comprehension

3 Read the following, then answer the questions:

In Sweden, the longest day of the year is celebrated in June. It is the start of a five-week holiday. Most people go on a trip to the country with their families. Children put flowers in their hair and everyone eats a special cake. In the evening, a family meal is eaten. This usually includes *herring*: there are a lot of these in the sea around Sweden. After people have eaten, they usually go for a walk. Nobody goes to bed before twelve o'clock on this special day! There is sunshine until very late at night in Sweden at this time. In the north it does not get dark at all! It can be difficult to sleep. To help them, people should find a room that is not very light.

1 What do most people do in June in Sweden? ....

2 How can Swedish people help themselves sleep in the long days of June?
....

3 Why do you think that people do not go to bed early in June in Sweden?
....

4 The word *herring* means a type of.................... .
a fish **b** bird
c ship **d** shell

5 The underlined word them refers to ....
a children **b** people without a house
c people without families **d** people in Sweden

C The Reader

4 a. Match column A with column B

A	B
1 Farmer Grey	a The horse who tells the story
2 Black Beauty	b A short, fat horse
3 Merrylegs	c A horse who had a difficult past
4 Ginger	d A horse who forgot his mother's advice
	e Black Beauty's first owner

b. Answer the following questions:

1 What advice did Black Beauty's mother give him? ....
2 What was Birtwick Park like? ....
3 Do you think that the horses liked Birtwick Park? Why? ....
4 How do we know that Black Beauty had good owners? ....
....
5 Do you think that Merrylegs was wrong to throw the older boys off his back? Why?/ Why not? ....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 When is Sham el-Nessim .... in Egypt?
a celebrated b celebrate c celebrates d celebrating
2 This book has .... pages than that book.
a little b less c fewer d least
3 People often drink .... water in hot weather than when it is cold.
a less b least c more d most
4 It is not too hot on the beach because there is a nice ....
a breeze b cloud c storm d wave
5 The restaurant in the guidebook was a very good ....
a review b parade c information d recommendation
6 I don't know how to get to your house. Can you give me ....?
a activities b directions c costumes d conclusions

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 When you go to Luxor, I think you should visit the museum. (recommend)
....
2 The blue bottle has more water than the green bottle. (less)
....
3 Manal always helps people. (helpful) ....

7 Write an email of seven (7) sentences about one of the following:

- You tell your English friend how Mother's Day is celebrated in Egypt.
- You just watched a great film and you want to tell your friend about it.

Practice Test 1b

A Language Functions

1 Finish the following dialogue:

Seif has just watched a film at Yassin's house.

Seif: That was a very good film.
Yassin: Yes, it was. **1** ....?
Seif: I was frightened when Detective Zaki was in the desert. Why did he go there?
Yassin: **2** ....
Seif: Now I understand. Do you recommend watching his other detective films?
Yassin: **3** ....
Seif: OK, I'll take your advice. **4** ....?
Yassin: You can find many of his films on the internet.

2 Write what you would say in each of the following situations:

1 A tourist asks you where he can buy a map. You know that the tourist information centre gives out maps for free.

....

2 Your friend has finished a book. The end of the book made you feel sad. You want to know if your friend thinks the same.

....

3 A friend asks you what you do before and after dinner.

....

B Reading Comprehension

3 Read the following, then answer the questions:

It's my first visit to Egypt. My friends advised me to go to Alexandria. It's summer. However, it is not very hot there, so many tourists go at this time. I'm staying in a hotel in Alexandria now. It is Friday, so there is little traffic in the streets. The hotel is near the sea and I can hear the boats. The hotel is also near the tourist information centre, but <u>it</u> is closed today.

Tomorrow I will ask about what I should see in the city. The guidebook says that I should visit Fort Qaitbey. The stones in the fort are from the famous lighthouse. They were used after the lighthouse *collapsed* in an earthquake in 1303.

Best wishes,

Andy

1 Why do many tourists go to Alexandria in the summer? ....
2 Who do you think Andy is writing this email to and why? ....
3 Which place does the guidebook advise Andy to visit? ....
4 The word *collapsed* means ....

a was built **b** fell **c** started **d** was seen

5 The underlined word <u>it</u> refers to ....

a the hotel **b** the tourist information centre
c the road **d** Fort Qaitbey

C The Reader

4 a. Match column A with column B:

A	B
1 Black Beauty	**a** She said, "Never bite or kick, even when you are just playing a game."
2 Black Beauty's mother	**b** This horse had one white foot.
3 Squire Gordon	**c** This horse had short, fat legs.
4 Squire Gordon's wife	**d** She named the horse "Black Beauty".
	e Farmer Grey sold Black Beauty to this person.

b. Answer the following questions:

1 Who helped Black Beauty to learn to pull a carriage? ....

2 Why did Ginger sometimes bite or kick people? ....

3 Why did Squire Gordon's children stop visiting the horses? ....

4 Do you think that Merrylegs was right to behave badly with the children? Why? / Why not?

....

5 Do you think that it was natural for Ginger to change her bad behaviour? Why? / Why not? ....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 It is cold and windy today. When you go outside, you .... a coat.
a wear **b** should wear **c** shouldn't wear **d** are wearing

2 .... students in our school have visited England.
a Few **b** Little **c** Less **d** The least

3 The museum .... by thousands of tourists every day.
a visited **b** is visiting **c** is visited **d** was visited

4 The students usually stay in a youth .... when they visit the city.
a hotel **b** centre **c** hostel **d** office

5 Salt is often used to .... fish and other food.
a pack **b** preserve **c** celebrate **d** decorate

6 The teacher asked us to write a .... of our visit to the museum.
a character **b** title **c** conclusion **d** description

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 March has more days than February. (fewer) ....

2 You do not have to pay to go into the museum. (free) ....

3 I advise you to visit Aswan. (should)

....

7 Write a paragraph of seven (7) sentences about one of the following

- a review of a book you liked
- why you think Egypt is a good place for tourists to visit

UNIT 4

Science and technology

1 Choose the correct answer from a, b, c or d

1 If something is essential, it is ....

a quite difficult b (very important) c not important d very easy

2 The scientists have .... a new medicine to help fight heart disease.

a developed b dropped c dried d done

3 Ali's cousin is studying .... at university.

a engineer b engine c engineering d engineers

4 The students studied a .... which showed the number of tourists who visited Cairo in different months.

a goal b data c future d graph

2 Match A with B

A

1 [d] Your father has a lot of work to do at the office.

2 [ ] Some scientists have to work in Antarctica.

3 [ ] Mona is very interested in ancient history.

4 [ ] Look at the tourists. They're swimming in the sea.

5 [ ] Take a bottle of water with you.

B

a She might be an archaeologist one day.

b The water can't be very cold.

c It might be very hot today.

d He might be home late.

e It must be very cold, difficult work.

3 Complete the sentences about STEM schools

1 It is important to use modern technology because *people use it every day in schools, at home and at work.*

2 STEM schools are special schools which focus on developing students' ability in

....

3 Students do projects where they work together to

....

4 When they finish studying, STEM school students will

....

1 Match the words and their meanings

1 [c] award
2 [ ] ebook
3 [ ] data
4 [ ] encourage

a make you like something
b information or facts
c a prize someone gets for something they have achieved
d a book that you can read on a computer or tablet

2 Complete the sentences with words from exercise 1



1 Dina used the ...*data*... she collected to make a graph.
2 Teachers .... STEM students to enter competitions.
3 My grandfather has never bought an .... because he doesn't have a computer to read it on.
4 Omar won an .... for his amazing invention.

3 Read and correct the underlined words

1 I don't talk much on my <u>graph</u>. I use it to send photos and messages.

....

2 Travellers want free <u>data</u> in airports because they need to send emails.

....

3 I don't like <u>engines</u> because I don't enjoy reading novels online.

....

4 I want to buy a <u>bookshop</u> because it is easier to carry around than a computer.

....

4 Complete the dialogue

can't be	~~must be~~	certain
might	quite	think
perhaps		



Hala: Look at this photograph. It **1** ...*must be*... be more than 250 years old.
Riham: It **2** .... 250 years old. The first photo was taken in the 1820s.
Hala: **3** .... it is 150 years old?
Riham: It **4** .... be that old. What is behind the man?
Hala: I'm **5** .... sure it is a plane.
Riham: There were no planes until the 1900s!
Hala: I'm **6** .... that this photograph was taken in around 1920.
Riham: I **7** .... you're probably right.

1 Say these words and complete the table

~~brochure~~ corridor computer electronic
interrupt machine operation suggest uniform

Stress on 1st syllable	Stress on 2nd syllable	Stress on 3rd syllable
brochure		

2 Read about some successful STEM school students and answer the questions



Students in Egyptian STEM schools are encouraged to try to solve essential problems like pollution and energy production. Abdel Rahman Sharaf Eldeen and Mohamed Abd Elsalam, from 6 October STEM School, entered a competition in Italy in 2015. Their project helps to produce energy from animal waste and prevent pollution.

Noha Shoukry and Asmaa Atef, from El Maadi STEM School, invented a device that removes salt from water using high technology. It produces drinking water at a low price.



Yasmine Yehia, from the same school, invented a device that uses local materials. It cleans polluted water and produces a source of energy. The three girls won prizes in a competition in the USA in 2015. The families of all these students must be very proud.

1 Which students had projects that help to solve pollution?
Abdel Rahman Sharaf Eldeen, Mohamed Abd Elsalam and Yasmine Yehia.

2 Where might Noha and Asmaa's invention be useful?

....

3 Do you think international competitions for students are important? Why / Why not?

....

4 What does the underlined word device mean?

a computer **b** machine **c** container **d** technology

5 What does the underlined pronoun it refer to?

a salt **b** technology **c** water **d** device

3 Write an article about STEM school students

- Use the information you found in your internet search.
- Write some interesting facts about the students.

Remember to use some expressions of certainty or uncertainty.



Achievements

1 Answer the questions

1 Can a *genius* do something better or worse than most people?

A genius can do something better than most people.

2 Do you usually do a *sum* in history or in maths?

....

3 Do you find *software* in a computer or in a wardrobe?

....

4 If a person works in *computer programming*, do they repair computers or tell computers what to do?

....

2 Finish the following dialogue

Sara: Look at this photograph. It shows you at the beach when you were five!
1 ....?

Leila: No, I couldn't. My sister Magda could swim because she was older. What could you do when you were five?

Sara: **2** ....

Leila: Tennis? That's difficult when you're small. Did you play tennis last weekend?

Sara: **3** ....
I hurt my leg last week, so I needed to rest it.

3 Complete the sentences so that they are true for you

1 When I was ten, I could ....

2 I was not able to .... until I ....

3 Last week, I was able to ....

4 Now, I can ...., but I couldn't .... when I was younger.

Module 2

UNIT 5

1 Choose the correct words

1 The scientist won *an award* / *a trophy* for discovering a new medicine.

2 First, Nahla got a *degree* / *paper* in medicine, then she got a job in the hospital.

3 The basketball team won a gold *trophy* / *plan* for winning the competition.

2 Complete the sentences with these words

Furthermore   Addition   In addition to

1 My cousin is very good at speaking English. Furthermore, he speaks French.

2 .... reading after dinner, I write emails to friends.

3 We're going to paint the room. .... we're going to get new furniture.

4 .... being a great player, Ramadan Sobhi scores amazing goals.

5 Mr Amin is a great teacher. .... , he never gives private lessons.

3 Complete the dialogue with these words

programming   tour guide   perhaps   furthermore,   should   ~~software~~

Jana: Which job is your brother going to do, Malak?

Malak: He hasn't decided yet, but I think he knows a lot about computer **1** software.

Jana: He **2** .... work in computer **3** .... Which job would you like?



Malak: I don't like computers, but I like reading about historical sites on the internet. **4** ...., I'm really good at English.

Jana: **5** .... you could be a **6** .... since you like tourism so much.

Malak: Yes, I'd really like that!

4 Choose a job you would like to do. Write an email to your teacher telling him / her about your skills. Remember to

- use words or phrases that add information
- include some interesting facts about yourself
- use *could* / *was able to* when you are speaking about your ability in the past

....

....

....

....

....

....

1 Write these sentences in the plural

1 Look at the child in the blue shirt.

Look at the children in the blue shirts.

2 There was a tall person who was waiting.

…………………………………………

3 There is a sheep that is eating.

…………………………………………

4 The woman teaches English every day.

…………………………………………

5 Can you see a mouse?

…………………………………………



2 Match to make sentences

1 [*d*] My grandmother won an award
2 [ ] My cousins are both excellent swimmers.
3 [ ] When I was ten,
4 [ ] My friend was able to answer

a In addition, they play tennis very well.
b I could write short stories.
c all the questions correctly in the maths test.
d for being the best nurse in the hospital.

3 Find and correct the mistakes in the following sentences

1 Our cycling team always practises at the weekend. In addition to, we practise four times a week in the holiday.

Our cycling team always practises at the weekend. In addition, we practise four times a week in the holiday.

2 She wasn't able to coming to university yesterday because she was ill.

…………………………………………

3 Geniuses couldn't do things that ordinary people find difficult.

…………………………………………

4 Olympic athletes get degrees when they win first place.

…………………………………………

4 Write a paragraph of seven sentences about Imhotep, the world's first genius

- Use the information from your internet search.
- Include some interesting facts.
- Remember to use *could* / *was able to.*

…………………………………………
…………………………………………
…………………………………………
…………………………………………

Module 2

UNIT 6

Inventors



1 Match the words and their meanings

1 [d] entertain
2 [ ] personal
3 [ ] recognise
4 [ ] voice
5 [ ] volcano
6 [ ] lawn mower
7 [ ] planet
8 [ ] vacuum cleaner

a know a person because you have seen them before
b you hear this when someone speaks
c a large place from which fire and hot rocks sometimes come
d do something that interests people
e for you or belonging to you
f a machine to keep your house clean
g a machine to cut the grass in a garden or park
h a large object in space that moves around a star

2 Complete the sentences with an object if necessary

1 Here's Mona's book. Please can you give *it*.................... to her?
2 I went to the shops for some eggs. I carried .... carefully.
3 The flight was at five o'clock, so we left .... early in the morning.
4 It's not your computer. You shouldn't use ....
5 Tarek is very tired. It's ten o'clock in the morning, but he's still sleeping ....
6 Did you read my email? I sent .... yesterday.

3 Find the verbs in these sentences and write V above them, then write T (transitive) or (I) intransitive

1 [T] Tourist information centres *give* (V) maps to tourists for free.
2 [ ] Tourists should wear sun cream on hot days.
3 [ ] Black Beauty tells us the story of his life.
4 [ ] I feel nervous during an exam.
5 [ ] Mother gave me a present for my birthday.
6 [ ] I walk for an hour every day.
7 [ ] Mr Jones never smokes.
8 [ ] Robots entertain children in hospitals.

4 Now underline the direct objects and circle the indirect objects in exercise 3

1 Complete the table

~~door~~ drive oar rope sail seat wheel

cars	boats
door	

2 Complete the sentences



fantastic ~~inventor~~ oars sails sailor steam

1 What's the name of the *inventor*......... who made the first radio?

2 When water boils, we can see ....

3 The film was ....! I really liked it.

4 The .... got into the boat and used the .... to sail across the lake.

5 There was no wind, so they used the .... to take the boat to the island.

3 Read and answer the following questions



The ancient Egyptian year had three seasons. It's essential to remember that calendars were very important in ancient Egypt. Farmers needed to know when to plant crops. In addition, they needed to know when the Nile was going to flood.

I want to emphasise how important food was at this time. Don't forget that many people would *starve* if the crops did not grow. The Egyptians invented the calendar so that they could plant their crops at the right time. The calendar had twelve months of thirty days, which is 360 days a year. They also had five holidays!

1 What is the main idea of this passage?...

2 Why did ancient Egyptians invent the calendar?..

3 Why do you think it was important for the ancient Egyptians to know when the Nile was going to flood?...

4 What does the underlined word they refer to?..
a crops **b** calendars **c** farmers **d** seasons

5 The word *starve* means.........................
a be very thirsty **b** be very hungry **c** be very hot **d** be very happy

1 Read the report below and choose the correct words



James Dyson **1** *is* / *was* born in 1947. In the 1960s, Dyson **2** *looked* / *studied* how to design things at a university in London. In the 1970s, Dyson began to invent machines **3** *to* / *for* help people in the house.

His most famous invention is a new kind of vacuum **4** *clean* / *cleaner*. It was different because it did not need bags to pick up the dust. Dyson won many prizes for his **5** *invent* / *invention*. Since this time, Dyson **6** *has invented* / *will invent* other things **7** *to make* / *make* things easier for people and he has also written books about his work.

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Maya gave her sister a pen. (to her)

Maya gave a pen to her sister. ....

2 The class brought their teacher some flowers. (for their teacher)

....

3 Did you buy me that smartphone? (for me)

....

4 The owner sold the house to Ahmed. (sold Ahmed)

....

5 Grandmother baked him a cake. (for him)

....

3 Write a report about a famous Egyptian invention

- Find out information to write in your report.

In this report, I will be writing about a famous Egyptian invention. ....

....

....

....

....

....

....

....

....

Practice Test 2a

A Language Functions

1 Finish the following dialogue:

Adam and Faris are talking about Dr Ali Moustafa Musharrafa.

Adam: Hi, Faris. What are you doing?
Faris: I'm reading about Dr Ali Moustafa Musharrafa.
Adam: **1** ....?
Faris: Dr Musharrafa was able to work out some really difficult problems in maths and science.
Adam: **2** .... What else does the article say?
Faris: It says here that he was the first Egyptian to become a doctor of science.
Adam: That's a great achievement! **3** ....?
Faris: I'm not sure but he was definitely really smart.
Adam: **4** ....
Faris: I agree. We should do our best to be like him.

2 Write what you would say in each of the following situations:

1 Your mother asks you how you did on your English exam. Express certainty.
....

2 Your friend asks you if you met the writer who visited your school last week. This was not possible because you were ill. ....

3 You are in a busy street with your younger brother. You advise him not to walk too close to the road. ....

B Reading Comprehension

3 Read the following, then answer the questions:

There have been hotels for hundreds of years, but they might be different in the future. Usually there are friendly people who write your name and address, carry your bags to your room and give you breakfast in the morning. In Japan, there is a hotel where there are no people working at all: all the work there is done by robots.

When you first arrive at the hotel to *check in*, a robot tells you what to do: you should enter information about yourself on a computer. The robot is able to communicate in lots of different languages. You don't need a key for your room because a computer in the door will recognise you. There is even a robot in each room who is able to turn lights on and off and answer simple questions!

1 Why are there no people working in this hotel?
....

2 Why don't you need a key to your room in this hotel? ....

3 What problems do you think you might have in a hotel like this?
....

4 *Check in* means ....

a report that you have arrived **b** sleep
c wake up **d** park your car

5 The underlined word there refers to ....

a the hotel **b** Japan **c** the robot **d** the future

C The Reader

4 a. Match column A with column B:

A

1 John Manly
2 Black Beauty
3 Ginger
4 Merrylegs

B

a saved Squire Gordon from the broken bridge.
b hit the horses hard.
c began to respect Squire Gordon.
d was Squire Gordon's helper.
e wanted to teach the boys a lesson about horses.

b. Answer the following questions:

1 What made Black Beauty's journey with Squire Gordon and John difficult?

....

2 What happened at the bridge? ....

3 Who started the fire at the stables? ....

4 Why do you think that John was able to take the horses from the burning stables?

....

5 Why do you think that moving horses when there is a fire is very hard?

....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 I gave .... the message.
a my sister **b** for my sister **c** to my sister **d** hers

2 There is a lot of traffic today. We .... be late.
a must **b** should **c** might **d** won't

3 The maths homework was very difficult. Were you .... do it?
a could **b** able to **c** able **d** can

4 It is .... to take your passport when you go to another country.
a easy **b** essential **c** enjoyable **d** enormous

5 Ola is always .... She will do very well in her exams.
a noisy **b** lazy **c** hardworking **d** exhausted

6 There are eight .... that go around the sun.
a plants **b** sails **c** planets **d** stars

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 I couldn't find the pen that you lost. (able) ....

2 Perhaps I'll wear a jacket today, I'm not sure. (might) ....

3 Adel might visit us tomorrow. (I'm not sure) ....

7 Write a paragraph of seven (7) sentences about one of the following:

- a form of technology that is most useful to you
- someone you know who is a genius

Practice Test 2b

A Language Functions

1 Finish the following dialogue:

Salem and Omar are talking outside a classroom in their school.

Salem: Who is our science teacher talking to in the classroom?
Omar: She is talking to the scientist who is giving us a talk next week.
Salem: Oh, yes, I forgot.
Omar: **1** .... It's essential.
Salem: Yes, you're right, it is very important. **2** ....?
Omar: **3** .... I think he's going to talk about useful robots.
Salem: That's a very interesting topic. **4**..?
Omar: Maybe he'll bring a robot with him!

2 Write what you would say in each of the following situations:

1 A friend says that Athens is bigger than London. You don't think this is correct.

....

2 Your friend thinks he saw a cat in the hotel. You are certain that cats aren't allowed in the hotel.

....

3 A friend asks you for the best way to revise before the test.

....

B Reading Comprehension

3 Read the following, then answer the questions:

Many famous people were amazing when they were children. Mozart was able to play music when he was three and could write music when he was five. Judit Polgar is a great chess player. She was able to win chess games against some adults when she was twelve years old and she won chess competitions when she was fifteen.
Karl Benz went to university to study to be an engineer when he was fifteen and he later invented the car. And the great scientist Marie Curie taught herself to read Russian and French when she was four. She could also help her older brothers and sisters with their maths homework! However, some people who do amazing things when <u>they</u> are children become *ordinary* adults: not all of them are able to become famous.

1 Why did Karl Benz go to university? ....
2 Who taught Marie Curie to read Russian and French? ....
3 Why do you think that many amazing children are not able to become famous when they grow up?

....

4 The word *ordinary* means ....
a not helpful **b** amazing **c** special **d** not special
5 The underlined word <u>they</u> refers to ....
a Mozart and Polgar **b** some adults **c** scientists **d** Benz and Curie

C The Reader

4 a. Match column A with column B:

A	B
1 Squire Gordon's friend	**a** didn't listen to Black Beauty when he called out.
2 The rider in the stable	**b** walked out of the stable when Black Beauty called her.
3 Ginger	**c** smoked a cigarette and caused a fire.
4 Mrs Gordon	**d** was amazed because John saved the horses.
	e went with Squire Gordon to visit some friends.

b. Answer the following questions:

1 Why didn't Black Beauty return Squire Gordon and John home the way they came?

....

2 Why didn't John drive Black Beauty over the bridge? ....

3 "And thank you, Black Beauty. You saved us." Who said this? What does it show about the kind of man he is? ....

4 Why do you think that the horses wanted to stay in the stables although there was a fire? ....

5 What happened when John came to take the horses from the stables?

....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 .... you speak English when you were six?
a Were **b** Do **c** Able **d** Could

2 Eman sent .... an email.
a for me **b** me **c** mine **d** to me

3 Wear a coat. It .... rain today.
a might **b** must **c** can't **c** mustn't

4 Use the .... cleaner to clean the kitchen floor.
a lawn **b** mower **c** vacuum **d** oar

5 I'd like to .... you to my house this Saturday.
a invent **b** interview **c** interrupt **d** invite

6 That man has a very loud .... I can hear him from across the road!
a voice **b** face **c** graph **d** ability

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 I know that it is my pen. It is the only one that is red. (must) ....

2 Mona wasn't able to finish the project yesterday. (could) ....

3 Hassan is interested in reading. He also writes short stories. (in addition)

....

7 Write an email of seven (7) sentences about one of following:

- an email to your teacher explaining why you would like to go to a STEM school
- an email to your friend who is entering a writing competition



All about sports

UNIT 7

Module 3

1 Choose the correct answer from a, b, c or d

1 Which of the following is the opposite of *outside*?

a in **b** inside **c** upstairs **d** downstairs

2 Which of the following is a place where you play tennis or basketball?

a theatre **b** class **c** court **d** pool

3 Which of the following can you use to hold up a tent?

a poles **b** signs **c** costumes **d** flutes

4 Which of the following can you use to measure weight?

a grams **b** kilometres **c** metres **d** centimetres

5 Which of the following do you need to do to win a sports game?

a kick **b** score **c** hold **d** grab

2 Make questions with the correct form of have to or must

1 What / you / have to do / homework yesterday?

What did you have to do for homework yesterday?

2 When / must you / leave home / go to school / morning?

....

3 What / must you do in / evening?

....

4 Where / your father / have to go every day?

....

5 What / you / not / have to do / at the weekend?

....

6 ever / have to / look after / brothers or sisters?

....

3 Now answer the questions in exercise 2

1 ....

2 ....

3 ....

4 ....

5 ....

6 ....

1 Complete the sentences with these words

~~athlete~~ opponents referee spectators trophy

1 Hala's cousin is a very good ..athlete..... She wants to compete in the next Olympic Games.

2 There were about 20,000 .... at the football match.

3 Mariam got a .... for winning the sports competition.

4 The .... stopped the game and told the basketball player to throw the ball again.

5 Our team is playing well, but our .... are playing better.

2 Choose the correct words

1 Stay at the North Hotel. It is newer than the South Hotel. *Furthermore / However*, it is less expensive.

2 May is a better time to visit England than August. *Although / In addition* the weather is cooler, there aren't as many tourists.

3 Basketball is a popular sport. *However / Furthermore,* I prefer tennis.

4 Ali is very good at tennis. *In addition / However,* he is a very fast runner.

3 Complete the dialogue

Although ~~Furthermore~~ have to However In addition

Nadia: I'd like to be a tennis player. It's a fun job. **1** Furthermore.., the best players travel all around the world.

Sara: I'd prefer a different job. **2** .... it's fun to play tennis, the players **3** .... stay away from their families for a long time.

Nadia: Yes, they have to travel. **4** ...., they stay in nice big hotels. Do you think they should get a lot of money for their job?

Sara: No, I don't. It's fun playing tennis. **5** ...., they travel to interesting places.

4 "Mohamed Ali Rashwan is a good example of how anyone should play a sport." Write a paragraph explaining why you agree with this sentence

....

....

....

....

....

....

1 Read the dictionary entry and match the sentences to the correct meanings of light

light: **a** (*adj*) not dark **b** (*noun*) a lamp **c** (*adj*) not heavy **d** (*verb*) to start burning (e.g. a fire)



1 [*d*] When they went camping, they had to *light* a fire.
2 [ ] What time does it get *light* in the morning?
3 [ ] Can you turn the *light* on, please?
4 [ ] Birds can fly easily because their bones are very *light*.

2 Read the definitions. What are the two words?

1 .... **a** (*noun*) a short time for a rest, for example between lessons
b (*verb*) fall into two or more pieces when something is hit or it falls to the ground

2 .... **a** (*noun*) something metal that you buy with drink inside
b (*verb*) able to do something

3 Read the rules. Which sport is it?

a basketball **b** volleyball **c** football

In this sport, you have a high net and a ball. Each team has between four and six players.

You have to hit the ball to your opponent. The opponent has to hit the ball back to your side of the net. They can also hit the ball to players on their own team. Each team can hit the ball three times. Teams have to hit the ball with their hands or arms. The ball cannot touch the ground.

A team scores when the opponent does not hit the ball back, or if the ball touches the ground on the opponents' side of the net.

4 Write about where and why speed-ball was invented and how you play it



- What equipment do you need?
- How many players are on each team?
- What do you have to do?

Use the information you found in your internet search.

....

....

....

....

....

....

Module 3

UNIT 8

How we learn



1 Finish the following dialogue

Teacher: Today, we have learned some useful new words.
1 *Are you ready for some questions about them?*

Nawal: Yes, we're ready for the questions.

Teacher: Do you need balance to ride a bicycle or to drive a car?

Nawal: 2 ....

Teacher: Good. Is your intelligence how good you are at doing tests or how good you are at learning and understanding things?

Randa: 3 ....

Teacher: That's right. The last question: do you use your muscles when you think or when you exercise?

Ola: 4 ....

Teacher: Very good!

2 Read and correct the underlined words

1 It's so hot! I find it difficult to <u>breath</u>. *breathe*

2 The scientists did some experiments to measure the animals' <u>intelligent</u>. ....

3 It is easy to fall down on a ship, so sailors need to have very good <u>breathing</u>. ....

3 Complete the sentences using the *-ing* form of these verbs

play read recycle ~~travel~~ watch

1 *Travelling* by bus is the best way for tourists to see parts of the country.

2 .... too much television is not good for your eyes.

3 .... books in a car sometimes makes Nasser feel ill.

4 Mona thinks that .... bottles and paper is very important for the environment.

5 Hassan and Hamdi enjoy .... tennis.



1 Match the words and phrases with their meanings

1 [a] online
2 [ ] I'm afraid
3 [ ] physical
4 [ ] puzzle
5 [ ] trouble

a using the internet
b a game that you have to think about carefully
c what is bad about a situation
d used when you are sorry to say something
e to do with your body

2 Complete the sentences with words and phrases from exercise 1

1 We used my father's computer to buy the book ...*online*....
2 .... that we can't go swimming because the pool is closed.
3 I didn't understand this .... Do you know the answer?
4 Did you have any .... finding your way to the new school?
5 Everyone should do 30 minutes of .... exercise each day.



3 Complete the dialogue

find	help	~~problems~~	problem	understand

Teacher: We have nearly finished today's lesson. Have you got any **1** ...*problems*... ?

Mona: Yes. I **2** .... it difficult to remember the difference between *beach* and *beats*.

Teacher: Let me see if I can **3** .... A *beach* is what you find next to the sea. A football team *beats* another team when it wins.

Mona: The **4** .... is, when I hear *beach*, I sometimes think it is the word *beats*!

Teacher: Listen to all of the sentence and you will **5** .... the meaning.

4 Write seven sentences about how using computers late at night can affect your sleep

1 Complete the sentences with the correct form of do or use

1 Mona always ....does........... her homework when she gets home from school.

2 It is important for old people to continue to .... their brains every day to keep them healthy.

3 The scientists have .... some important research into climate change.

4 My uncle .... a book of puzzles when he was in hospital last week!

5 You .... a lot of muscles when you go swimming.

2 Match the advice to the problems

a I find it difficult to say the -*ed* ending of verbs correctly.

b My family are going to fly to England in the summer. The trouble is, I'm frightened of flying.

c I want to learn chess, but it's quite hard to understand the rules.

d I have to send an email to my friends in England. The trouble is, I can't remember their email.

1 [c] You should read a book about the rules. You'll soon learn them.

2 [ ] If you have sent them an email before, your computer will remember their address.

3 [ ] Let me see if I can help. You should listen to lots of recordings of people speaking, and copy what you hear.

4 [ ] Why don't you talk to people who have been on a plane? They'll tell you that it's very safe.

3 Write three more problems and pieces of advice for these problems

- Think of three problems that people often have when they use a computer.
- Write the problems using the language from the Functions box.
- Write some advice to help the people with the problems.

....

....

....

....

....

....

....

....

....

....

....



The senses

UNIT 9

Module 3

1 Match the words and their meanings

1 [c] blind
2 [ ] shape
3 [ ] sign
4 [ ] soldier
5 [ ] system
6 [ ] adult

a a person who works to protect the country
b words or pictures that give information
c not able to see
d a way of doing something
e you are this when you are 18 or older
f a square, circle and triangle are examples of this

2 Read and correct the mistakes in these sentences



1 The children, which enjoyed drawing shapes in the sand, stayed on the beach all day.

The children, who enjoyed drawing shapes in the sand, stayed on the beach all day.

2 Luxor, who thousands of tourists stay every year, is near the Nile.

....

3 English which all students study at school is a very important subject.

....

4 The professor, what works at the university, knows everything about maths.

....

5 My brother, who muscles are very strong, carried the heavy bags.

....

3 Rewrite the sentences using non-defining relative clauses

1 The story is very good. It was written by a famous Egyptian.

The story, which was written by a famous Egyptian, is very good.

2 Ahmed's cousin is a doctor. He lives in Assyut.

....

3 The bank is near the school. My brother works there.

....

4 Squash keeps me fit. It is my favourite sport.

....

5 Many tourists in London visit Wembley Stadium. You can see many sports there.

....

1 Choose the correct answer from a, b, c or d

1 Reem's family enjoyed their holiday in Nuweiba and they want to .... again next year.

a go back   b go forward   c go on   d go in

2 The teacher .... information about the concert.

a handed to   b handed up   c handed off   d handed out

3 The school was .... 40 years ago.

a set to   b set down   c set up   d set off

4 Ahmed usually plays the violin in a / an .... on Tuesdays.

a orchestra   b music   c invention   d spectator

5 That girl is .... , so she cannot hear you.

a blind   b deaf   c intelligent   d tired

2 Put the dialogue in the correct order

a ☐ **Sara:** OK. Would you like to go to the park on Saturday morning?

b ☐ **Fareeda:** I'd love to go, but I can't because I'm visiting my uncle on Friday.

c ☐ **Fareeda:** I'd love to! That sounds great.

d ☐ **Sara:** Would you like to play tennis on Saturday afternoon?

e [1] **Sara:** I'd like to invite you to a concert next Friday.

f ☐ **Fareeda:** I'm sorry, but we won't arrive home until noon on Saturday.

3 Accept or refuse these invitations

1 I'd like to invite you to the park on Saturday morning.

....

2 I'd like to invite you to my house to do our English homework together today.

....

4 Now write an invitation for your partner

....

....

....

....

....

1 Complete the invitation with these words

concert ~~Hi~~ invite museums orchestra

1 ...*Hi*... Leila,

How are you? I haven't seen you for a long time. I'd like to **2** .... you to stay with my family during the holidays. There are many activities that you will enjoy. We can visit the Bibliotheca Alexandrina. It isn't only a library: there are four **3** .... inside as well. It is very interesting. Would you like to go to a **4** ...., too? There is a famous **5** .... playing in a few weeks.

Here's my address:

28 Khaled ibn Al Waleed St,
Miami

I hope you can come!
All the best,

Magda

2 Read the invitation again and answer the questions

1 What does Magda invite Leila to do during the holidays?

....

2 What can she visit in the Bibliotheca Alexandrina?

....

3 What is the orchestra doing in a few weeks?

....

3 Write what you would say in each of the following situations

1 Your friend invites you to lunch. Refuse politely.

....

2 You want to invite your mother to a concert for Mother's Day.

....

3 Your cousin invites you to his wedding. You accept his invitation.

....

4 Rewrite the following using the words in brackets

1 Mona received a medal for winning the race. She is an excellent runner. (who)

....

2 The Deaf School was set up in Cairo. It is for all children from all over Egypt. (which)

....

3 Maya is slightly deaf. She is learning Egyptian Sign Language. (who)

....

Practice Test 3a

A Language Functions

1 Finish the following dialogue:

Fatma is at school with her friend Lamia.

Fatma: You look worried.
Lamia: Yes, I am very worried.
Fatma: **1** ....?
Lamia: I'm afraid that I can't find my book.
Fatma: **2** .... Is this it?
Lamia: Yes, it is. Thank you! We're discussing the book in my book club.
3 ....?
Fatma: Yes, I would love to come. Thank you for inviting me.
Lamia: **4** ....
Fatma: OK. I'll be there at 5.

2 Write what you would say in each of the following situations:

1 Although you lost the game, you congratulate your opponent.
....

2 You want to invite your friend to your house this Saturday.
....

3 You see a person looking under their car. You want to know if they need help.
....

B Reading Comprehension

3 Read the following, then answer the questions:

Many experts think that people first played rugby in 1823. At this time, students at Rugby School in England were playing football. Then, a boy called William Webb-Ellis took the ball in his hands and ran towards the opponents. This made a new game. To score in rugby, teams have to run with or kick the ball to one end of the field. The ball is *oval*, like an egg. You have to be fast and strong to be good at playing rugby. Many players, who can weigh about 100 kilograms, are very big! Today, rugby is very popular in many countries. About 100 countries play the sport. However, it is not as popular as football. More than 200 countries play <u>that</u> sport.

1 What is the main idea of the passage?
....

2 What sort of person do you need to be in order to play rugby well?
....

3 Why do you think that William Webb-Ellis decided to take the ball with his hands?
....

4 An *oval* is ....
a a shape **b** a kind of football **c** a kind of plastic **d** a kind of egg

5 Rugby got its name from ....
a a player **b** a country **c** a school **d** an egg

C The Reader

4 a. Match column A with column B:

A	B
1 Joe Green	**a** was angry with Joe for taking care of Black Beauty.
2 John Manly	**b** reported the rude driver to the police.
3 The factory driver	**c** had to move to a warmer climate.
4 Mrs Gordon	**d** took a note to Dr White.
	e hit the horses with a whip.

b. Answer the following questions:

1 Why did John ride Black Beauty to another village during the night?

....

2 What happened to Black Beauty after he returned with the doctor?

....

3 Do you think that John was right to have a helper who is only fourteen?

....

4 Why do you think that the driver of the carriage near the factory was rude to Joe?

....

5 Why did the doctor ride Black Beauty instead of his own horse?

....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 .... blind means that you cannot see.
a Be **b** Will be **c** Being **d** Am

2 My neighbour, ... is a teacher, sometimes helps me with my English.
a whose **b** who **c** which **d** where

3 What did you .... do before you came to school this morning?
a must **b** have **c** have to **d** had to

4 Who is your .... in the tennis competition?
a opponent **b** spectator **c** inventor **d** opposite

5 Hassan's father said that the car was difficult to .... because it was raining.
a balance **b** score **c** control **d** hit

6 The teacher asked me to .... the books to the class.
a hand out **b** hand up **c** look up **d** look out

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 Tarek is very good at tennis. He's good at basketball, too. (furthermore)

....

2 It is not necessary to get up early tomorrow. It's a holiday. (have to)

....

3 Do you have a problem? (matter)

....

7 Write a paragraph of seven (7) sentences about one of the following:

- a sport you like
- what a player should do to be a good sport

Practice Test 3b

A Language Functions

1 Finish the following dialogue:

Fawzi is talking about sport with his friend Munir.

Fawzi: How do you become good at basketball, Munir?
Munir: You have to be tall and fast. **1** ....?
Fawzi: I'm not tall or fast. **2** ....
Munir: I'm sure that you are good at some sports. What about chess? I'm playing a game of chess this evening. Would you like to play?
Fawzi: **3** ....
Munir: OK, we can play another evening when you're not visiting your grandparents.
4 ....?
Fawzi: Tomorrow evening is perfect. See you then!

2 Write what you would say in each of the following situations:

1 A friend asks you to go to the beach this Saturday. You would like to go.

....

2 A friend asks you why you look worried. It's because you have a problem using the printer.

....

3 You want a friend to go with you to the museum this Thursday.

....

B Reading Comprehension

3 Read the following, then answer the questions:

There are about 285 million people in the world who are blind or find it difficult to see. However, not many of these people can read Braille. The problem is that Braille books are not cheap. The *cost* of making a Braille book is four or five times more than any other book.

Technology can help blind people. Some of them can listen to news and information on smartphones. There are also "talking books" which blind people can listen to. However, some blind people prefer to read. Now, you can also buy Braille ebooks. At the moment, these are difficult to make and expensive to buy. However, scientists are now working on Braille ebooks that might be cheaper than Braille books in the future. These ebooks might be the best way to help blind people. <u>That</u> would be good news for millions of people.

1 How many people have problems with seeing?

....

2 Why do you think that Braille books are not cheap to make?

....

3 What does the underlined word <u>that</u> refer to?

....

4 The *cost* of something is how ....
 a much money you need to buy it **b** long it takes to make
 c many people use it **d** you make something

5 If they become cheaper, more blind people will probably use .... in the future.
 a Braille books **b** Braille ebooks **c** smartphones **d** books

C The Reader

4 a. Match column A with column B:

A

1 Joe Green
2 John Manly
3 Squire Gordon and Mrs Gordon
4 Earl and Lady Smythe

B

a were Black Beauty's new owners.
b stayed with Black Beauty until he became better.
c hit the horses near the factory.
d stopped singing after Black Beauty became ill.
e had to leave England.

b. Answer the following questions:

1 Why did Joe Green have to brush Merrylegs but not the other horses?

....

2 Why was Black Beauty not able to rest when John rode him to get a doctor in the night? ....

3 Was John right to be angry with Joe Green after Black Beauty became ill? Why? / Why not?

....

4 What happened to the man who hit the horses near the factory?

....

5 Why do you think John said that Joe Green "looked taller"?

....

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 The museum, ... is near our school, is always busy in the afternoon.
a whose **b** who **c** which **d** where

2 .... television for a long time is not good for you.
a Watch **b** To watch **c** Watches **d** Watching

3 He .... wash his hands before he eats.
a mustn't **b** must **c** have to **c** hasn't

4 You become .... when you are eighteen years old.
a an adult **b** a soldier **c** an opponent **d** honest

5 The tourist did not speak Arabic, but we .... in English.
a handed out **b** set up **c** communicated **d** made up

6 You need strong .... to be good at most sports.
a physical **b** muscles **c** feelings **d** memory

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 It's sunny today, but it's not very hot. (However) ....

2 I went to visit my cousin last week. She lives in Luxor. (who) ....

3 It isn't healthy to lie in bed for a long time. (lying) ....

7 Write an email of seven (7) sentences about one of the following:

- inviting your friend to your birthday party.
- telling your friend what you have to and don't have to do every day at school.